

NEED FULFILLMENT, SATISFACTION, AND IMPORTANCE
FOR CHIEF BUSINESS, INSTRUCTIONAL, AND
STUDENT AFFAIRS ADMINISTRATORS IN THE
COMMUNITY COLLEGE SYSTEM IN FLORIDA

By

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Abstract of Dissertation Presented to the Graduate Council
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COMMUNITY COLLEGE SYSTEM IN FLORIDA

By

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The primary purpose of this study was to determine the perceived level of need fulfillment, satisfaction, and importance that chief business, instructional, and student affairs administrators employed in the Community College System in Florida received from their professional positions. Statistically significant differences among the demographic responses of these administrators regarding need fulfillment, satisfaction, and importance were also determined.

Abraham Maslow's theory of human motivation served as the theoretical base for this study. Three populations consisting of 28 chief business affairs administrators, 44 chief instructional affairs administrators, and 39 chief student affairs administrators employed in the Community College System in Florida were identified. A two-part survey instrument, adapted from a need satisfaction questionnaire developed

by Lyman W. Porter, was distributed. A response rate of 96.4% of chief business affairs administrators, 93.1% of chief instructional affairs administrators, and 92.3% of chief student affairs administrators in Florida's Community College System was achieved.

Chief business affairs administrators revealed most fulfillment with security needs and least fulfillment with self-realization needs. These respondents indicated they were most satisfied with esteem needs and least satisfied with self-realization needs. They attached greatest importance to self-realization needs and least importance to esteem needs.

Chief instructional affairs administrators revealed most fulfillment with autonomy needs and least fulfillment with social needs. These respondents indicated they were most satisfied with security needs and least satisfied with self-realization needs. They attached greatest importance to self-realization needs and least importance to esteem needs.

Chief student affairs administrators revealed most fulfillment with social needs and least fulfillment with security needs. These respondents were most satisfied with social needs and least satisfied with self-realization. They attached greatest importance to self-realization needs and least importance to esteem needs.

CHAPTER I DESCRIPTION OF THIS STUDY

The description of this study is presented in the following sections: (a) statement of the problem; (b) significance of the problem; (c) conceptual framework; (d) research objectives; (e) assumptions; (f) definitions; (g) limitations; and (h) organization of subsequent chapters.

Statement of the Problem

The problem addressed in this study was the determination of the perceived level of need fulfillment, need satisfaction, and need importance that chief business, instructional, and student affairs administrators employed in the Community College System in Florida receive from their professional positions. Statistically significant differences among the demographic responses of the administrators regarding need fulfillment, need satisfaction, and need importance were also determined.

Significance of the Problem

Numerous researchers (Kanter, 1978, 1979; Katz, 1964; Katz & Kahn, 1966; March & Simon, 1958; Steers & Porter, 1975) investigating organizational issues have directed increased attention toward the behavioral needs of organizations. The

literature on organizational behavior and human performance is constantly growing due to the increased interest in social-psychological variables that affect an organization's personnel (Geering, 1980). Unfortunately, many organizational leaders fail to acknowledge that personnel, financial, and material resources are equally important in order for their enterprises to function successfully. In many instances, the importance of addressing personnel needs is overlooked (Williams, 1979).

Katz (1964) noted that the major input into organizations consists of people. However, many labor economists concentrate on the inputs of capital, raw materials, and technology when studying organizational effectiveness. The extent to which an organization's personnel are recognized as contributing to the success of the enterprise is usually neglected or assumed to be a constant in the total equation. Katz (1964) stated that

at the practical level, however, as well as for a more precise theoretical accounting, we need to cope with such organizational realities as the attracting of people into organizations, holding them within the system, insuring reliable role performance, and . . . stimulating actions which are generally facilitative of organizational accomplishments. The material and psychic returns to organizational members thus constitute major determinants, not only in the level of effectiveness of organizational functioning, but of the very existence of the organization. (p. 131)

According to Katz and Kahn (1966), organizations must elicit at least three forms of behavior from their personnel

in order to survive. The three basic personnel-related requirements that must be addressed are (a) attracting employees to join and continue employment within an organization; (b) ensuring employees are dependable in their behavior and in the performance of the task for which they were selected; and (c) evoking innovative behavior beyond their dependable role performance which will enhance personal and organizational aspirations. Different motivational patterns are required in order to produce these desired behaviors.

Argyris (1957, 1962, 1964), Blake and Mouton (1964, 1965), Likert (1961, 1967), and McGregor (1960, 1966) were concerned with how human resources were utilized in the development of effective and cohesive organizations. In general, they concluded that

it is the function of an organization's leadership to modify the organization to provide freedom for the individual to realize his own motivational potential for fulfillment of his own needs and at the same time contribute toward the accomplishments of organizational goals. (Stogdill, 1974, pp. 21-22)

March and Simon (1958) concluded that in order for valuable human resources to be used in an efficient manner, certain motivational issues for stimulating group members to participate, produce, and exercise creativity must be identified and understood. Steers and Porter (1975) concluded that before the leadership of an organization can clearly understand the motivational problems of its workers, a careful analysis of

the relationship between basic human needs and motivation is required.

Employees come to their work environments with unique patterns of needs and goals. They usually have a strong personal stake in their employment. The nature of this personal stake can powerfully affect the quality of their behavior on the job (Steers & Porter, 1975). Within an organizational context, employees may actively seek opportunities to satisfy their own personal needs and goals (Williams, 1979).

Depending upon the work arrangement or design, jobs can provide various kinds of opportunities and incentives for employees to satisfy important needs. For example, some jobs may offer opportunities for workers to satisfy social needs; others may offer personal growth needs; and still others, material needs. In fact, job responsibilities and working conditions can be designed so that employees are better able to obtain satisfaction of their needs by engaging in behaviors which also facilitate organizational effectiveness. (Williams, 1979, pp. 2-3)

Thus, the possibility exists for developing means of simultaneously satisfying both employee needs and organizational needs through job design (Steers & Porter, 1975).

Andrisani (1978) observed that many workers' aspirations and expectations for meaningful employment are blocked because of recent, extensive divisions of work, centralization of decision-making, and organizational bureaucratization. Consequently, job frustration has allegedly generated a substantial amount of overall dissatisfaction which is encroaching the non-working lives of America's workforce.

Apparently the dissatisfaction phenomenon reported by Andrisani (1978) exists across the entire occupational structure in America. Hersey and Blanchard (1969) found that the average employee in an organization works at only 20 to 30 percent of his or her ability. Highly motivated employees will work at 80 to 90 percent of their abilities. Andrisani (1978) cited a Gallup poll conducted from 1969 to 1972 that measured a ten-point drop in job satisfaction among American workers during that period. The Gallup poll also contained data which suggested that decreased output per work hour, an increased incidence of industrial accidents, employment absenteeism and turnover, and work stoppages attributable to nonwage aspects of employment were plaguing American industries. A 1973 Gallup poll found that 70 percent of a sample of managers and professional employees reported that they could produce more each day if they really tried (United States Department of Health, Education, & Welfare, 1973).

Kanter (1978) critiqued labor research conducted by Yankelovich (1978) and concluded that a high level of frustration may develop among those who desire meaningful employment but cannot find it. This type of frustration exemplifies one of many concerns associated with the underemployment problem in America. An increasing number of highly educated Americans are competing for fewer prestigious and "socially significant" jobs. According to Kanter (1978), the frustration may be expressed by the psychological "dropping out" of work

involvement or by self-induced pressure to enjoy jobs that cannot, by their nature, provide meaning and self-expression.

Kanter (1978) also indicated in her report that a growing emphasis on psycho-social, rather than economic, incentives is being expressed by American workers when they discuss their job-related activities. "A growing proportion of the [American] labor force reports that they work for self-fulfillment in addition to economic necessity, including 63% of women in a national survey" (Kanter, 1978, p. 11).

Yankelovich (1978) stated that "quality-of-life" motivations are not completely understood by employers. Even when "quality-of-life" motivations are identified, large corporations do not know how to balance them with their own requirements for efficiency and productivity. According to Yankelovich (1978), quality-of-life on the job means that workers do not wish to subordinate themselves to their work role. Instead, employees want recognition of their worth as human beings as well as for the work they perform.

Faculty, administrators, and staff at colleges and universities throughout the United States are also concerned with the quality-of-life on their jobs. However, like their counterparts in business and industry, academicians often feel that their professional endeavors are not fully recognized and appreciated. Williams (1979) stated that

in American higher education, colleges and universities traditionally view themselves as one of society's most powerful instruments for

assisting individuals in the development and improvement of their intellectual, technical, and social skills. This commitment to individualized development is commendable but unfortunately [it] is generally directed toward enrolled students. Faculty and staff at institutions of higher education also have a variety of personal, educational, and professional development needs which require nurturing and growth. Top institutional leaders responsible for the advancement of educational institutions must not fail to realize that faculty and staff are also a vital human resource which contributes daily to the advancement of the institution. For this reason, institutional efforts in faculty and staff development should receive high priority and commitment. (pp. 4-5)

The State University System (SUS) of Florida recently completed a comprehensive planning study which revealed that many administrators across the SUS specifically expressed a need for more and improved career and management development programs. The report said that the area of career and management development was sadly lacking in the SUS and predicted that unless the leadership of the SUS was proactive, unions would take the initiative and force the system into doing what it should have been doing all along (State University System, 1978). An SUS administrator reported, "It is ironic that we are in the business of higher education, but we are not educating and developing our own employees" (State University System, 1978, p. 29). The final recommendation of the 1978 SUS planning study stated that the Florida Board of Regents should assume an active role in the area of staff development by facilitating and coordinating university efforts in identifying qualified individuals who can provide appropriate

training, such as seminars and workshops, for potential, new, and experienced administrators.

To date, the Community College System in Florida has not conducted a comprehensive planning study to determine the need for career and management development for community/junior college faculty, administrators, and staff (Thompson, Note). However, Florida State Board of Education Rules 6A-14.29 and 6A-14.913 outline how community/junior colleges in Florida should spend staff and program funds and provide guidelines for staff and program development activities. Staff development is defined as "the improvement of staff performance through activities which update or upgrade competence specified for present or planned positions" (Florida State Board of Education, 1978, p. 216A). All personnel employed by Florida's community/junior colleges should be included in staff development programs (Florida State Board of Education, 1978).

Each community[/junior] college shall allocate from its resources available for current operations during the fiscal year an amount equal to not less than two percent (2%) of the previous year's allocation from the state community [/junior] college program fund for the purpose of funding staff program and development activities. (Florida State Board of Education, 1978, p. 182)

Therefore, the Community College System in Florida, like its State University System counterpart, has recognized the importance of initiating and improving career and management development programs among its faculty, administrators, and staff.

Kanter (1978) stated that the role of higher education as an employer is as important as its role of educator. She indicated that

unless colleges and universities as employers put their own houses in order, their ability to operate effectively as educators may be seriously impaired. Thus, quality of life issues (both in and out of the work environment) should not be studied only as an academic matter by those in higher education in order to respond to students. It should be the object of active experimentation, via organizational innovations and improvements so as to respond to those who derive their livelihood from the academy. Higher education supplies not only education, it also supplies jobs.
(Kanter, 1978, pp. 15-16)

As previously stated, this research study of chief business, instructional, and student affairs administrators employed in the Community College System in Florida determined perceived levels of need fulfillment, need satisfaction and need importance that these administrators receive from their professional positions. This research study also provided data which reflected statistically significant differences among the demographic responses of the three groups of administrators regarding need fulfillment, need satisfaction, and need importance. The findings of this study furnish significant data reflecting needs which are perceived as not being particularly well fulfilled or satisfied by the chief administrators in the Community College System in Florida. These data, once carefully analyzed, could provide relevant and timely information to system-wide and institutional leaders in the Community College System in Florida. The results of this

research study could assist Florida's community/junior college leaders in determining which policies, working conditions, job responsibilities, and staff development activities should be reviewed and modified in order to address employee job and need satisfaction.

Conceptual Framework

The literature, both theoretical and empirical, on motivating people in various walks of life is growing rapidly in volume and slowly in agreement (Geering, 1980). Leaders in all types of organizations are continuously faced with the problem of addressing vast differences in the performance levels of employees. Researchers in the fields of psychology, sociology, management, education, religion, and consumerism are interested in how motivation affects job performance and satisfaction (Geering, 1980).

Davis (1972) stated that

human behavior is almost always motivated by a person's desire to satisfy one or more basic needs. These needs, which may be physical or psychological, create varying degrees of tension in a person which then cause the individual to identify certain "wants." These "wants" are next transformed into specific types of action or behavior. (p. 43)

Various researchers (Alderfer, 1969; Herzberg, Mausner, & Snyderman, 1959; Hoy & Miskel, 1978; Hulin & Smith, 1967; McGregor, 1969, 1966; Vroom, 1964) have attempted to classify needs and relate them to job satisfaction. A unique classification system, which this investigator believes is especially

germane to this study, was advanced by Maslow in "A Theory of Human Motivation" (1943, 1954, 1968, 1970).

Maslow (1943) classified five types of human needs: (a) physiological needs; (b) safety needs; (c) belongingness and love needs; (d) esteem needs; and (e) self-actualization needs. Maslow's (1943) classification identified these needs in order of importance to the individual.

Physiological Needs

Physiological needs are basic human needs required for physical survival and considered essential to the existence of the organism. Examples of physiological needs include oxygen, food, water, sex, and shelter. Maslow (1970) believed physiological needs are relatively independent of each other. He contended that

undoubtedly these physiological needs are the most prepotent of all needs. What this means specifically is that in the human being who is missing everything in life in an extreme fashion, it is most likely that the major motivation would be the physiological needs rather than any others. A person who is lacking food, safety, love, and esteem would most probably hunger for food more strongly than for anything else. (pp. 36-37)

As physiological needs are satisfied, safety needs emerge.

Safety Needs

Security, stability, dependency, freedom from fear and anxiety, and protection exemplify safety needs. "All that has been said to the physiological needs is equally true,

although in less degree, of these desires" (Maslow, 1970, p. 39). Maslow (1970) also stated that "the healthy and fortunate adult in our culture is largely satisfied in his safety needs" (p. 41).

As the safety needs are addressed, the social needs for belongingness and love emerge.

Belongingness and Love Needs

Affection is characteristic of belongingness and love needs. Humans hunger for affectionate relations with people in general and a place in their group or family in particular. Maslow (1970) stressed that the needs for love and sex are not synonymous. "Sex should be studied as a purely physiological need. . . . Also not to be confused, is the fact that the love needs involve both giving and receiving love" (Maslow, 1970, p. 45).

As love needs are addressed, the esteem needs begin to evolve.

Esteem Needs

Maslow (1970) indicated that "all people in our society (with a few pathological exceptions) have a need or desire for a stable, firmly based, usually high evaluation of themselves, for self-respect, or self-esteem, and for the esteem of others" (p. 45). Esteem needs fall into two categories. The first category, "self-esteem," consists of a desire for personal strength, achievement, and confidence.

The second category, "respect from others," entails the desire for prestige, recognition, and appreciation. According to Maslow (1970), when esteem needs are satisfied, feelings of self-confidence, strength, and usefulness to others emerge. The thwarting of these needs produces feelings of negative self-concept, inferiority, and helplessness.

People whose needs for esteem are satisfied seek fulfillment of self-actualization needs.

Self-actualization Needs

Self-actualization needs are the apex of Maslow's (1943) hierarchy of needs and refer to an individual's desire for self-fulfillment. Even with the satisfaction of the four previously mentioned needs, an individual may still be discontented unless his or her personal and professional potentials are realized. Maslow (1970) explained that "the clear emergence of these [self-actualization] needs usually rests upon some prior satisfaction of the physiological, safety, love and esteem needs" (p. 47). Maslow (1970) believed that self-actualized persons are more creative and productive than persons who were not self-actualized. Maslow (1970) also added that the specific form which self-actualization needs take will vary greatly among individuals because there is a wide variation from one person to another in the expression of these needs.

Insights to Maslow's Theory

Maslow's (1943) theory may give the impression that complete fulfillment of a lower order need must occur before the next higher order need emerges and that human needs are unveiled in a fixed order. However, Maslow (1970) contended that

in actual fact, most members of our society who are normal are partially satisfied in all their basic needs and partially unsatisfied in all their basic needs at the same time. A more realistic description of the hierarchy would be in terms of decreasing percentages of satisfaction as we go up the hierarchy of prepotency. For instance, . . . it is as if the average citizen is satisfied perhaps 85 percent in his physiological needs, 70 percent in his safety needs, 50 percent in his love needs, 40 percent in his self-esteem needs, and 10 percent in his self-actualization needs. (pp. 53-54)

Maslow (1970) stated that one single act of an individual could be an expression of all five types of basic needs. In addressing the aspect of multiple motivation of behavior, Maslow (1970) pointed out that

it would be possible (theoretically if not practically) to analyze a single act of an individual and see in it an expression of his physiological needs, his safety needs, his love needs, his esteem needs and self-actualization. For example, one may make love not only for pure sexual release, but also to convince oneself of one's masculinity, or to make a conquest, to feel powerful, to win more basic affection. [The concept of multiple motivations of behavior] contrasts sharply with the more naive brand of trait psychology in which one trait or motive accounts for a certain kind of act, i.e., an aggressive act is traced solely to a trait of aggressiveness. (p. 55)

Exceptions or reversals of Maslow's (1943) hierarchy of needs include the following:

1. For some people, self-esteem needs are more important than love needs as they believe that the individual most likely to be loved is the strong, self-confident, and inspiring person.
2. In some innately creative individuals, the drive to creativeness is more important than any other need. The creativeness appears not as self-actualization due to basic satisfaction, but in spite of basic satisfaction.
3. Individuals who experience life at a very low level may have little or no aspiration, and may never experience middle-order or higher-order needs.
4. For others, a need which has been satisfied over a long period of time may be undervalued. For example, people who have never experienced chronic hunger are apt to underestimate this need.
5. Individuals with high ideals, high social standards, and high values may minimize certain basic needs for the sake of a particular ideal or value. (Lowry, 1973, pp. 165-166)

A number of issues and criticisms have been raised about Maslow's (1943) theory. Studies by Lawler and Suttle (1972) found little support for the existence of a hierarchy of needs. Davis (1967) criticized the five-way classification because in reality all needs are interconnected. Locke (1976) argued that individuals' needs should not be viewed as being static, but in a dynamic context. Needs must be continually and repeatedly fulfilled if an individual is to perform satisfactorily. Schneider and Alderfer (1973) were critical of

Maslow's theory because its concepts have been difficult to validate empirically.

Despite its criticism, Maslow's (1943) theory has gained wide acceptance because it is easy to understand and has relevance to motivation problems in various kinds of organizations (Geering, 1980). Three factors led this investigator, after careful deliberation, to utilize Maslow's (1943) theory of human motivation as an appropriate theoretical foundation upon which to conduct this study.

1. Maslow's pioneering research into the area of physical and psychological needs is impressive. "Maslow's theory of human motivation is clearly the best known of the need hierarchy theories and has enjoyed widespread acceptance, particularly in the writings of many prominent organizational theorists" (Steers & Porter, 1975, p. 39). His theory "predicts a dynamic, step by step, causal process of human motivation in which behavior is governed by a continuously changing (though predictable) set of 'important' needs" (Lawler, 1973, p. 28). Maslow's theory concerning the interrelationships between human needs and behavior is considered to be as relevant today as it was three decades ago (Williams, 1979).

2. Porter's (1962) Need Fulfillment Questionnaire for Management can be used to measure the levels of need fulfillment, need satisfaction, and need importance of selected Florida community/junior college administrators in relation to Maslow's (1943) theory of motivation. According to Waters and Roach (1973), items used in Porter's (1962) questionnaire represented Maslow's need categories and did not cluster as a priori according to the Maslow system. Porter's items can be used to differentiate higher-order and lower-order need satisfaction. Dore and Meachem (1973) conducted a reliability study on Porter's questionnaire and arrived at a test-retest reliability coefficient of .83 using the Pearson r product moment correlation. Dore and Meachem (1973) also determined that Porter's questionnaire is a valid instrument. Thus, a valid and reliable instrument, carefully designed to assure that each of Maslow's categories of needs was accurately represented, was available for this study.
3. A great number of studies have been conducted to ascertain the validity of Maslow's (1943) theory and to make application of its concepts to various organizational settings. For example, Roberts (1972) compiled a bibliography which listed over

200 periodicals, dissertations, books, research papers, and essay citations of work published between 1948 and 1972 which utilized Maslow's (1943) theory. Researchers utilizing his theory have been associated with business, education, industry, and the military (Argyris, 1964; Dye, 1975; Haire, 1956; McGregor, 1966; Mitchell, 1970; Nichols, 1978; Porter, 1961, 1962, 1963a, 1963b, 1963c; Schein, 1965; Strickland, 1973; Slocum & Topichak, 1972; Trusty & Sergiovanni, 1966; Wahba, 1978; Williams, 1979; Wolf, 1970).

Research Objectives

The following five research objectives provided direction to this study:

1. To determine the level of perceived need fulfillment for each of five psychological need categories that chief business, instructional, and student affairs administrators employed in the Community College System in Florida receive from their professional positions.
2. To determine the level of perceived need satisfaction for each of five psychological need categories that chief business, instructional and student affairs administrators employed in the Community College System in Florida receive from their professional positions.

3. To determine the level of perceived need importance for each of five psychological need categories that chief business, instructional, and student affairs administrators employed in the Community College System in Florida receive from their professional positions.
4. To determine if statistically significant levels exist among individual or institutional demographic characteristics and levels of obtained need fulfillment, satisfaction, and importance for chief business, instructional, and student affairs administrators employed in the Community College System in Florida.
5. To determine if statistically significant differences exist among the obtained need fulfillment, satisfaction, and importance responses given by the group of chief business affairs administrators, the group of chief instructional affairs administrators, and the group of chief student affairs administrators employed in the Community College System in Florida.

Assumptions

For purposes of this study, it was assumed that:

1. The perceptions of the respondents when completing the research instrument were honestly and accurately given.

2. The fulfillment, satisfaction, and importance of the psychological needs as perceived by the chief business, instructional, and student affairs administrators employed in the Community College System in Florida have a direct relationship to their effectiveness in their professional positions.
3. The respondents to this study's survey instrument are the chief business affairs, chief instructional affairs, or chief student affairs administrators at the community/junior college where they are employed.
4. The slight modification to the Porter Need Fulfillment Questionnaire for Management did not affect the instrument's reliability or validity.

Definitions

Certain terms, basic to this study, are defined in this section.

Chief Business Affairs Administrator

The principal officer at a community/junior college whose primary duties and responsibilities usually include, but are not limited to, the efficient and effective management and general administration in the areas of budget, finance, bursar, accounting, purchasing, and auxiliary services (Hillsborough Community College, 1980).

Chief Instructional Affairs Administrator

The principal officer at a community/junior college whose primary duties and responsibilities usually include, but are not limited to, the efficient and effective management, general operation, and administration of campus and outreach centers; programs in academic education parallel to the first and second years of universities, continuing education, occupational education, and academic support services; and the selection, allocation, utilization, and disposition of assigned personnel, funds, materials and facilities (Hillsborough Community College, 1980).

Chief Student Affairs Administrator

The principal officer at a community/junior college whose primary duties and responsibilities include, but are not limited to, planning, managing, and implementing a quality student services program which usually includes counseling, advising, testing, job placement, career exploration, financial aid, student government, admissions, registration, and records (Hillsborough Community College, 1980).

Community College System in Florida

The community/junior colleges which comprise the Community College System in Florida have been designed as comprehensive institutions. The 28 community/junior colleges in Florida's system provide education in the three major areas

of adult continuing education are community instructional services, occupational education, and general education parallel to that of the first and second years of Florida's State University System. Over 200,000 students were enrolled in Florida's community/junior colleges during the 1979-80 academic year (Division of Community Colleges, 1981).

Job Satisfaction

"The extent to which rewards actually received in a job meet or exceed the amount of rewards that a person feels is fair, given his performance on job tasks" (Porter & Lawler, 1968, p. 30).

Motivation

"The recognition by a person of a situation that he feels stimulated to complete or which stimulates him to contribute to its stability or modification. Motivation is a general term used to refer to any arousal of an individual to goal-directed behavior" (Theodorson & Theodorson, 1969, p. 266).

Need

"An internal state of disequilibrium which causes individuals to pursue certain courses of action in an effort to regain internal equilibrium" (Steers & Porter, 1975, pp. 22-23).

Need Fulfillment

"The gratification of a psychological condition essential to the maintenance of internal equilibrium" (Williams, 1979, p. 16).

Need Importance

The degree to which an individual indicates a level of concern or consequence to a type of need (Williams, 1979).

Need Satisfaction

"An individual's contentment with the difference between the amount of need fulfillment received and the amount of fulfillment the individual believes should be received" (Williams, 1979, p. 16).

Limitations

The following limitations were present in this study:

1. The term "need" was limited to psychological needs.
2. This study was limited to need fulfillment, need satisfaction, and need importance as measured by an adaption of Porter's (1962) Need Fulfillment Questionnaire for Management.
3. This study was limited to responses received from chief business, instructional, and student affairs administrators employed in the Community

College System in Florida. Therefore, it is not advisable to generalize from the findings of this study to populations of chief business, instructional, and student affairs administrators employed outside the Community College System in Florida.

4. This study was limited because "the measurement of attitudes is both difficult and controversial The relationship between 'what the person says' [when responding to Porter's (1962) Need Fulfillment Questionnaire for Management] and 'what he does,' as well as the relationship between publicly and privately expressed attitudes, [were] recognized as special instances of validity" (Anastasi, 1968, p. 481).

Organization of Subsequent Chapters

Chapter II contains a review of related literature representative of job and need satisfaction research. The methodology used in this study is described in Chapter III. The data collected and analyzed for this study are presented in Chapter IV. Chapter V includes a recapitulation of this study.

CHAPTER II

REVIEW OF RELATED LITERATURE

The review of literature related to this study is presented in three units: (a) job satisfaction research; (b) need satisfaction research; and (c) satisfaction research utilizing faculty and administrators in higher education. A chapter summary follows the review of related literature.

Job Satisfaction Research

Although human relationships have existed since the beginning of time, the art and science of trying to deal with them in complex organizations is relatively new. In the early days people worked alone or in such small groups that their work relationships were easily handled. It has been popular to assume that under these conditions people worked in a Utopia . . . but this assumption is largely a nostalgic reinterpretation of history. (Davis, 1977, p. 7)

Early empirical studies involving people at work were conducted by Taylor (1911) in the United States during the early 1900s. Taylor is frequently referred to as the father of the scientific management movement (Kimbrough & Nunnery, 1976). The changes Taylor brought to management paved the way for subsequent development of organizational behavior. He was the first person to call attention to people in the work situation as important factors in the quest for efficiency in production (Davis, 1977).

In the 1920s and 1930s, Mayo (1933) and Roethlisberger and Dickson (1939) gave academic stature to the study of human behavior at work. Their sociological backgrounds to industrial experiments at the Western Electric Company's Hawthorne Plant resulted in the notion that an organization is a social system and the worker is the most important element in it.

Research specifically pertaining to job satisfaction had its genesis when Hoppock (1935) interviewed the working population of an entire community using a standardized set of questions and attitude scales. Although surveys of job satisfaction have been undertaken by numerous researchers since the Hoppock studies, there are few who have made significant substantive or methodological contributions to his approach. The refinements made to Hoppock's techniques have resulted in little change to his findings on job satisfaction (Robinson, Connors, & Whitacre, 1966).

Research on job attitudes and satisfaction by occupational sociologists and industrial psychologists was minimal from the mid-1930s to the mid-1940s. Robinson, Athanasion, and Head (1978) attributed this phenomena to the economic upheaval and social conflict prevalent during that period of time. "Apparently, under chaotic conditions, the more refined problems to which job attitudes and satisfaction can be related, such as increasing output or reducing marginality, are superseded by the more basic concerns of the problem-solver and those who employ him" (Robinson, Athanasion, & Head, 1978, pp. 19-20).

Following World War II, various approaches to studying work and job satisfaction began to emerge. Coch and French (1948) demonstrated that worker participation in decision-making is an effective means of promoting greater productivity and lower rates of personnel turnover. Katz (1951) studied the impact of group cohesion and supervisory styles on organizational effectiveness. Lewin (1951) utilized his theoretical insights to critique research which studied comparisons of satisfied and dissatisfied and productive and non-productive workers. Walker and Guest (1951), Friedman and Havighurst (1954), and Chinoy (1955) tested hypotheses about worker alienation by directly interviewing samples of workers. These examples of worker satisfaction research typified the movement from an introspective and ideological orientation to a more systematic and disinterested approach to occupational sociology (Robinson, 1978).

Throughout most of the 1950s, the study of job satisfaction and its effect on worker performance became the vogue concern of social science researchers. Human relations experts were convinced that the panacea to employers' problems was increasing the job satisfaction of their employees. Ferguson (1958) critiqued the human relations era by saying that few and far between were studies which suggested that morale, happiness, and job satisfaction were worthy ends in and of themselves. The passion of the day was to prove that high morale increased productivity.

The research of Herzberg, Mausner, and Snyderman (1959) took a radical departure from previous job satisfaction studies. These researchers interviewed industrial accountants and engineers in an effort to identify factors which the interviewees felt were exceptionally good or bad about their jobs. The researchers found that the interviewees named different conditions for good and bad feelings. For example, if a feeling of recognition led to a good feeling, the lack of recognition was rarely given as a cause for bad feelings. As a result of their research, Herzberg et al. (1959) defined two types of job-related factors associated with job satisfaction and dissatisfaction. One type, labeled hygiene or maintenance factors, consisted of job conditions which operated primarily to dissatisfy employees when these conditions were absent from the work environment. Herzberg et al. (1959) also found that "when hygiene factors were present in the work situation, they did not serve to motivate employees" (p. 113). Conversely, motivational factors were defined by Herzberg et al. to be job conditions which operated primarily to build strong motivation and high levels of job satisfaction. Herzberg et al. also discovered that "the absence of these motivational factors in the work environment rarely proved dissatisfying to employees" (1959, p. 114).

According to Robinson et al. (1978), three major job satisfaction studies in the 1960s were conducted by Blauner (1960), Gurin, Veroff, and Feld (1960), and Kilpatrick,

Cummings, and Jennings (1964). Blauner (1960) identified three important factors that led to differential job satisfaction across occupational lines. The factors identified by Blauner were prestige, control over work conditions, and cohesiveness of the work group. Gurin, Veroff, and Feld (1960) investigated the mental health of a national cross-section of Americans and asked six sets of open-ended questions regarding different components of job satisfaction. Research conducted by Gurin et al. (1960) concluded that people in higher status jobs, when compared to blue-collar workers, sought and received more ego gratification in their work, and experienced greater frustration when these ego gratification needs were not satisfied. Kilpatrick, Cummings, and Jennings (1964) studied the attitudes and values of federal and non-federal employees regarding their job attitudes. Their study concluded that men stressed career-related values such as security, self-advancement, and wages as important factors in job satisfaction. Women emphasized personal relationships, understanding supervision, and worthwhile work as primary elements to their job satisfaction.

Wernimont, Toren, and Kapell (1970) aimed their study at determining the difference between the personal job satisfaction and worker motivation of approximately 775 scientists. Their respondents ranked factors including personal accomplishment, praise for effective work, getting along with fellow workers, and receiving credit for ideas as giving greater

personal satisfaction. Factors that were effective in motivating the scientists included clearly understanding job expectations, having a capable supervisor, undertaking challenging work, and participating in decision-making. As a result of their research, Wernimont et al. (1970) warned others not to use the terms "motivation" and "job satisfaction" interchangeably. Wolf (1970) also made a similar distinction between these terms in an unrelated study.

Wanous and Lawler (1972) determined that different measures of job satisfaction may not measure the same variables. They also believed that a distinction could be drawn between overall job satisfaction and satisfaction with individual aspects of a job. Wanous and Lawler (1972) concluded that most job satisfaction studies measured the concept in terms of one or more of nine operational definitions which were theoretically based on need fulfillment, equity, or work/values.

The Survey Research Center of the University of Michigan, under contract with the Employment Standards Administration, United States Department of Labor, conducted a national survey in 1973 of workers in various occupations. The major findings of the study were reported in a comprehensive federal report on job satisfaction and contained the following information:

1. Job satisfaction among minority groups has been consistently lower than that of whites.
2. Younger workers are less satisfied with their jobs than older workers.

3. Among occupational categories, professional-technical workers, managers, and proprietors register the highest level of job satisfaction, while operatives and nonfarm laborers register the lowest.
4. Female workers are as satisfied with their jobs as are males.
5. Among workers without a college degree, little relationship exists between educational level and job satisfaction. Those workers with college degrees, however, have high levels of job satisfaction. Low levels of satisfaction are registered by workers with some college education but no degree.
6. Availability of resources needed to perform well in a job and challenging work responsibilities are two job factors perceived to be the most important to workers. Lower importance ratings were given to financial rewards and job comfort factors.
7. No convincing evidence exists that a direct cause-effect relationship occurs between job satisfaction and productivity. (United States Department of Labor, 1974, pp. 1-2)

Recent investigations have been conducted specifically concerning the relationship of overall job satisfaction to longevity in the same position. Most jobs can seem interesting at first, but then a dilemma of competing values emerges (Kanter, 1979). "Organizations want stability" (Argyris, 1972, p. 7) while "incumbents want to use their skills fully in challenging new experiences and in positions of higher status" (Bisconti & Solmon, 1977, p. 26). However, stability requires that tasks become routine and routine tasks can result

in repetitive, boring work. For someone in a middle level job with little hope of achieving the American expectation of advancement, the potentiality of boredom and lack of job satisfaction is increasing (Cooper, Morgan, Foley, & Kaplan, 1979).

Research involving job satisfaction has dramatically evolved since Hoppock's (1935) pioneering study. Many of the studies previously mentioned are among the 3,350 articles, books, and dissertations which Dunnette (1976) identified during a recent literature search on the subject of job satisfaction.

Need Satisfaction Research

Until the 1950s, studies of jobs in industry and business tended to concentrate on technical aspects of work, such as lists of duties, responsibilities, activities performed, and personality traits. Relatively few studies were concerned with the psychological characteristics of jobs (Porter, 1961).

Schaffer's (1953) research departed from the traditional approach of studying work by not analyzing technical aspects of jobs. Instead, Schaffer surveyed 113 men employed in business institutions and vocational guidance agencies and concluded that "work is seen as simply a special area of human behavior and whatever psychological mechanisms operate to make people satisfied or dissatisfied in general also make them satisfied or dissatisfied in their work" (1953, p. 2).

Schaffer's (1953) findings revealed that "the strongest worker needs were related to (a) creativity and challenge; (b) mastery and achievement; and (c) social welfare (helping others). Needs which were weakest were related to both dependence and independence and socioeconomic status" (p. 19). He indicated that "the most accurate prediction of overall job satisfaction can be made from the measure of the extent to which each person's two or three strongest needs are satisfied" (Schaffer, 1953, p. 18).

Haire (1959) pointed out that one of the major problems researchers faced when studying motivation in organizations was how to name and classify various needs. In an attempt to alleviate this enigma, numerous writers (Argyris, 1957; Davis, 1957; Haire, 1956, 1959; Leavitt, 1958; Smith, 1955; Viteles, 1953; Walker & Guest, 1952) utilized in one form or another, Maslow's (1943) conceptualization of a hierarchy of need satisfaction. In general, these researchers reported that organizations tend to "pay" their workers in physical or security need satisfaction areas rather than in higher-order areas, such as social, esteem, or self-actualization satisfaction (Porter, 1961).

Porter, (1961, 1962, 1963a, 1963b, 1963c) and Porter and Henry (1964a, 1964b) conducted a series of studies to ascertain the existence of and differences in perceived psychological needs of employees in industrial organizations. These efforts provided a solid foundation for much of the need satisfaction research since 1961 (Williams, 1979).

Porter (1961) utilized a modified categorization of Maslow's (1943) hierarchy of human needs and developed a Need Satisfaction Questionnaire based on Maslow's (1943) theory of human motivation. Using 139 subjects drawn from the lowest levels of management in three different organizations, Porter (1961) concluded that

1. The vertical location of management positions appears to be an important variable in determining the extent to which psychological needs are fulfilled.
2. The greatest differences in the frequency of need-fulfillment deficiencies between bottom- and middle-management positions occur in the esteem, security, and autonomy need areas. These needs are significantly more often satisfied in middle than in bottom management.
3. Higher-order psychological needs are relatively the least satisfied needs in both bottom and middle management.
4. Self-actualization and security are seen as more important areas of need satisfaction than the areas of social, esteem, and autonomy, by individuals in both bottom- and middle-management positions.
5. The highest-order need of self-actualization is the most critical need area of those studied, in terms of both perceived deficiency in fulfillment and perceived importance to the individual, in both bottom and middle management. The need is not perceived as significantly more satisfied at the middle-management level than at the bottom-management level. (pp. 9-10)

In 1962, Porter extended the scope of his previous 1961 study. He studied differences in perceived deficiencies in need fulfillment at levels of management ranging from entry-level supervisors to presidents. His Need Fulfillment

Questionnaire for Management was sent to 6,000 managers and executives located throughout the United States. In general, the results of Porter's 1962 study supported the conclusions of his 1961 work. Porter (1962) found that lower- and middle-level management had greater need deficiencies than upper-level management personnel.

Porter (1963c) determined that lower-level management personnel in small companies had relatively smaller need deficiencies than managers of large companies. However, higher levels of management at large companies had relatively smaller need deficiencies than managers of small companies. Porter (1963b) concluded that line managers had relatively less perceived need fulfillment deficiencies than staff managers, especially in the esteem and self-realization areas.

Trusty and Sergiovanni (1966) administered Porter's (1961) Need Satisfaction Questionnaire to 310 teachers and administrators in a school district that contained grades K-12. They found that the educators in the school district had perceived psychological needs which varied according to professional position and sex. Administrators reported they were less satisfied with their opportunities for self-realization than were teachers. However, administrators indicated greater satisfaction in esteem items than did teachers. Teaching as an occupation appeared to have more potential for need fulfillment for women than for men. A further interpretation revealed that teaching as an occupation

appeared to have more potential for providing need fulfillment for women (Trusty & Sergiovanni, 1966, p. 176).

Ivancevich (1969) studied the perceived need satisfaction of domestic versus overseas managers. Ivancevich determined that managers working abroad were more satisfied with autonomy opportunities than were their counterparts in the United States.

In his study of need satisfaction and job satisfaction, Blai (1970) studied 470 employees of the federal government who held various jobs ranging from laborers to high-level professionals. Among the professionals, Blai found that the strongest needs were self-actualization, interesting duties, and opportunity for advancement.

Davis (1977) postulated that a dramatic shift in the need structure of the labor force in the United States will have occurred by 1985. He illustrated (see Figure 1) the possible change in distribution of dominant needs in the labor force from 1935 to 1985 by utilizing Maslow's (1943) hierarchy of needs. Davis believed that the distribution of the five Maslow needs in 1935 was as shown in the left side of the figure. Security needs dominated, followed by basic physiological needs. Very few people were at a level where self-actualization was their dominant need. "Since 1935, need distribution has been shifting upward, and by 1985 we may assume that social and esteem needs will dominate, followed by the need for self-actualization. Dominant

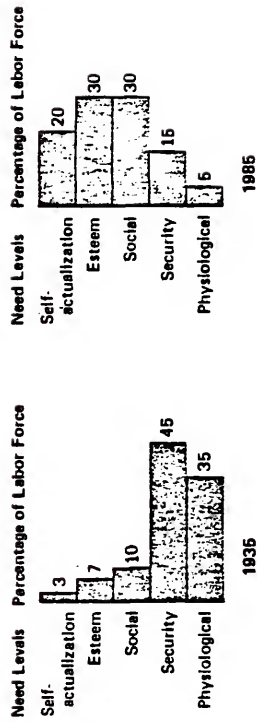


Figure 1. Possible Change in Distribution of Dominant Needs in the Labor Force, 1935-1985.

physiological needs among employees should be rather rare by that date" (Davis, 1977, p. 46).

The basic premise of need satisfaction was stated by Zytowski (1968) as one in which job satisfaction was defined as being "proportionate to the degree that the elements of the job satisfy the particular needs which the person feels most strongly" (p. 399). The previous statement, coupled with Maslow's theory, may tend to indicate that "in jobs which satisfy lower level needs, satisfaction based on need gratification may be followed by dissatisfaction or lack of satisfaction based on the emergence of new needs" (Groseth, 1978, p. 22).

Satisfaction Research Utilizing Administrators in Higher Education

Many researchers have studied job and need satisfaction as it pertained to administrators in higher education. For example, an early study by Knox (1953) involved the collection of data from 1,439 graduates from the University of Illinois who were engaged in teaching or educational administration. The results obtained from the questionnaires returned to Knox indicated that working conditions and salary were the primary factors which contributed the most to dissatisfaction. Conversely, salary was an unimportant variable to the most satisfied respondents.

Cheatham (1964) studied the characteristics of members of the American College Personnel Association (ACPA). Cheatham

noted that most student affairs administrators felt their greatest job satisfaction came from helping students, working as team members, and exercising leadership. Cheatham concluded that student affairs administrators prized the intrinsic rewards of their jobs.

Scott (1965) found that the greatest satisfaction of student affairs administrators came from their opportunity to work with college students and help address their problems. According to Scott, the student affairs administrators in the study were most dissatisfied with long and irregular work hours, heavy workloads, and the lack of appreciation by faculty and other administrators.

Hargrove (1969) measured job satisfaction by asking the chief student affairs administrators at Southern Association of Colleges and Schools (SACS) institutions their impressions of the advantages and disadvantages of their jobs. Hargrove revealed that the chief student affairs administrators at SACS institutions felt working with young people, performing a variety of tasks, developing good personal and professional associations, and providing meaningful services were advantages of their positions. The respondents felt that disadvantages to being the chief student affairs administrator included long and irregular hours, being caught in the middle of conflicting points of view, being considered as strictly a disciplinarian, and not being understood or accepted by members of the faculty.

Bess and Lodahl (1969) conducted a study involving university administrators in middle-management positions. Administrators in admissions, student affairs, university relations, student records, institutional research, and financial aid were studied to determine their career patterns and job satisfaction. Bess and Lodahl revealed that a high percentage of administrators had positive perceptions about their jobs. Salary and maximum salary issues emerged as areas with the least satisfaction. Satisfaction with the administrator's institution of employment and relationships with peers and supervisors was high. Less than half of the sample reported satisfaction with opportunities for personal growth, autonomy, learning, and exercising special abilities. Thus, "in spite of the study's reflection of high satisfaction with social needs, subsistence and growth needs were apparently not being met" (Bess & Lodahl, 1969, p. 227).

Ferrari's (1972) study strongly suggested that a future oversupply of student affairs candidates for employment is inevitable. Undoubtedly this growing imbalance will create a strain for persons trained in student affairs areas who are seeking employment. The employment outlook for student affairs administrators is not bright. According to Ferrari, staff cutbacks and reduced inter- and intra-institutional mobility could lead to increased job dissatisfaction and frustration for student affairs administrators.

Strickland (1973) conducted a need satisfaction study by surveying chief business affairs administrators at 89 institutions that belonged to the National Association of State Universities and Land Grant Colleges. Strickland adapted Porter's (1962) Need Fulfillment Questionnaire for Management and utilized it to obtain results from 66 chief business affairs administrators throughout the nation. Strickland's major findings included the following:

1. Chief business officers in institutions of higher education generally experience a high degree of satisfaction in their work when considered both alone and in comparison with counterpart groups in other fields.
2. Business officers are most satisfied with their perceived level of job security. However, they view this need as being the least important.
3. Business officers perceive their positions as receiving a higher level of prestige from persons outside the institution than from those inside the institution.
4. Business officers are least satisfied with the feeling of worthwhile accomplishment obtained from their work (self-realization) and attach the highest level of importance to this need. (1973, pp. 90-91)

Bowling (1973) investigated the relationship between leadership behavior of chief student affairs administrators in 11 southeastern universities and the morale and job satisfaction of their department heads. Intrinsic and extrinsic factors of job satisfaction were measured by the Minnesota Satisfaction Questionnaire. Bowling's (1973) findings

revealed that intrinsic job factors included compensation, advancement, supervision, implementation of university policies, ability of supervisors to work with staff, and competence of supervisors in making decisions. The findings indicated that leadership of the chief student affairs administrator directly related to the morale of the student affairs division and to the job satisfaction of student affairs department heads.

Dye (1975) utilized Porter's (1962) Need Fulfillment Questionnaire for Management and surveyed a national sample of 218 student affairs administrators employed at public colleges and universities. Dye's findings revealed that these administrators received the highest level of fulfillment in security needs and the lowest amount of fulfillment in social needs. The degree of need fulfillment perceived in all five need categories was above average, ranking from most fulfilled to least fulfilled as follows: (a) security; (b) autonomy; (c) self-realization; (d) esteem; and (e) social (Dye, 1975, p. 49).

Dye's (1975) findings regarding need fulfillment were similar to the results of Porter (1962) and Strickland (1973). Respondents to the studies of Dye, Porter, and Strickland indicated that their social needs were least fulfilled. Porter and Strickland found autonomy to be the most fulfilled need in their studies; whereas Dye's study indicated that security needs were most fulfilled.

Jackson (1975) asked 442 middle managers and vice-presidents from five Illinois universities to choose from 48 pairs of job factors in order to determine the factors which contributed most to their job satisfaction. Jackson's findings showed that middle managers identified with Herzberg, Mausner and Snyderman's (1959) motivation factors as relating to job satisfaction. In Jackson's study, the vice-presidents accurately predicted that motivation factors would relate to the job satisfaction among their middle managers.

Nichols (1978) studied job satisfaction levels of college and university presidents and academic deans from 150 randomly sampled member institutions of the Southern Association of Colleges and Schools (SACS). Porter's (1961) Need Satisfaction Questionnaire was used in the collection of data process. Nichols found that academic deans perceived greater need deficiencies in areas of autonomy and self-realization than did presidents. Minority administrators revealed greater need deficiencies than their white counterparts. The age of an administrator was not found to be a significant factor in differentially perceived need deficiencies.

Groseth (1978) interviewed selected student affairs administrators in the State University System (SUS) of Florida in order to determine specific contributors of job satisfaction and dissatisfaction. He also tested Herzberg, Mausner, and Snyderman's (1959) motivator-hygiene theory of job

satisfaction. "The data showed that for the 196 satisfying incidents in the study, 134 or 68.3 percent were classified with motivators as Herzberg's theory would predict. For the 181 dissatisfying incidents in the study, 147 or 81.3 percent were classified with hygienes as Herzberg's theory would predict" (Groseth, 1978, p. vii).

Schmitz (1978) conducted a study involving 184 academic deans employed in Big Eight Conference universities to determine factors affecting their job satisfaction and dissatisfaction. In this study, academic deans reported satisfaction with their jobs when

1. Their work was challenging and varied;
2. Their work effort was noticed and praised;
3. They were given responsibility;
4. They had good interpersonal relations with superiors, colleagues, and members of the faculty; and
5. Their job provided opportunity for growth.
(Schmitz, 1978)

Conversely, academic deans reported dissatisfaction with their jobs when

1. They felt uncomfortable towards university policy and administration;
2. They lacked respect for supervisors or had poor interpersonal relations with superiors;
3. Their working conditions were unfavorable;
4. Their work efforts were unnoticed or criticized;

5. They failed to handle responsibilities of their job or could not see results of their work; and
6. They had poor relations with colleagues and members of the faculty. (Schmitz, 1978)

Wahba (1978) determined that college and university library administrators were dissatisfied with such job-related factors as salary, promotions, and other security-related items. Females expressed higher need deficiencies than males in security, esteem, autonomy, and self-realization need areas. Female librarians also indicated more dissatisfaction than males with their work activity, salary, promotions, and supervision.

Buxton's (1978) research regarding the job satisfaction of college and university presidents revealed that presidents were moderately satisfied with their work. Presidents of private institutions were significantly more satisfied with their jobs than presidents of public institutions. Presidents whose institutions were part of a system were less satisfied than presidents in other organizational settings.

College and university presidents who were satisfied with their jobs

1. Experienced positive relationships with fellow administrators;
2. Actively participated in the formation of institutional policies;
3. Maintained positive relationships with governing bodies;

4. Attained their desired professional goals;
and
5. Received appropriate recognition from
business and industrial leaders. (Buxton, 1978)

College and university presidents who were not satisfied with their jobs

1. Felt a lack of available time to fulfill
job responsibilities;
2. Desired increased teaching and research
opportunities;
3. Were frustrated in addressing contemporary
aims and objectives of higher education;
4. Were unhappy with current procedures for
evaluating their performance; and
5. Desired provisions for employment upon
their termination. (Buxton, 1978)

Williams (1979) utilized a two-part survey instrument in which an adapted version of Porter's (1961) Need Satisfaction Questionnaire was distributed to 270 academic affairs and 180 student affairs administrators. The administrators were located throughout the United States and worked at institutions belonging to the National Association of State Universities and Land Grant Colleges (NASULGC). A secondary sample of 100 similar administrators employed throughout the nine-campus State University System in Florida was also surveyed.

After receiving response rates of 82.2 percent nationally and 91.0 percent in Florida, the results of the study revealed that

1. Academic administrators nationally reveal most fulfillment with autonomy needs and least fulfillment with social needs. When need satisfaction is calculated, these officers appear highly satisfied with security and least satisfied with self-realization needs. Academic officers assign greatest importance to self-realization needs and least importance to security needs.
2. Student affairs officers nationally reveal most fulfillment with autonomy and least fulfillment with security, esteem, and social needs. When need satisfaction is determined, these officers are highly satisfied with social and security needs and reveal least satisfaction with self-realization needs. They attach most importance to self-realization and least importance to security needs.
3. Florida academic administrators reveal most fulfillment with esteem and autonomy needs and least fulfillment with security needs. These officers indicate most satisfaction with esteem needs and least satisfaction with self-realization needs. They also consider self-realization needs most important and security needs least important.
4. Florida student affairs officers reveal most fulfillment with social needs and least fulfillment with esteem and security needs. When considering satisfaction levels, these administrators are most satisfied with social needs and least satisfied with self-realization needs. They place most importance on self-realization needs and least importance on social needs. (Williams, 1979, pp. iii-iv)

Hokom (1979) surveyed administrators and faculty at ten public community colleges in Idaho, Montana, and Wyoming to determine if there was a relationship between faculty job satisfaction and the difference in the perceptions of faculty

and administrators toward faculty roles. No relationship was found between job satisfaction and the difference in faculty and administrator perceptions of faculty roles.

Studer (1980) mailed a 55-item questionnaire to a stratified random sample of 25 percent of the 1,361 chief student affairs administrators in four-year institutions in the United States. His study provided data on the perceived satisfaction of the chief student affairs administrators. Based on the findings of Studor's (1980) study, the following conclusions were reached:

1. College student affairs administrators tended to be very satisfied with all aspects of their positions except their compensation.
2. Professionally prepared and non-professionally prepared college student affairs administrators generally did not differ from each other in terms of basic characteristics and job satisfaction.

Tiboah-Godred (1980) conducted a comparative study of academic department chairmen and chairwomen at Michigan State University in order to determine their job satisfaction. Tiboah-Godred concluded that no difference in factors of job satisfaction existed between Michigan State University department chairmen and chairwomen. The chairpersons valued the

quality of work, "psychic compensation," and intrinsic rewards of their job more than financial compensation.

Chapter Summary

This chapter contained a review of literature related to the measurement of human needs in work environments. Relevant studies, representative of job satisfaction research, need satisfaction research, and satisfaction research utilizing faculty and administrators in higher education, were described.

The next chapter describes the methodology developed and utilized in implementing this study.

CHAPTER III METHODOLOGY

The procedures developed and utilized in collecting data for this study are described and summarized in this chapter. The research methodology for this study consisted of the following elements: (a) research populations; (b) instrument development; (c) endorsement of this study; (d) data collection; and (e) analysis of data.

Research Populations

The research populations for this study consisted of the chief business, instructional, and student affairs administrators employed in the Community College System in Florida. In order to correctly identify these chief administrators, this investigator utilized the September, 1981 rosters of the Council of Business Affairs, Council on Instructional Affairs, and Council of Student Affairs. The rosters were obtained from the State of Florida, Division of Community Colleges. Revisions to the September, 1981 rosters were provided by the chairperson of each council prior to the initial distribution of the survey instrument.

The membership of the previously mentioned councils represents the 28 public community/junior colleges in Florida and serves in an advisory capacity to the Council of

Presidents. The Council of Presidents is comprised of the presidents from each of Florida's public community/junior colleges. The Council of Presidents transmits recommendations to the Division of Community Colleges, the State Community College Coordinating Board, and other appropriate bodies (Division of Community Colleges, 1981).

The community/junior college administrators who comprise the Council of Business Affairs, Council on Instructional Affairs, and Council of Student Affairs were specifically selected by this investigator: (a) because of their respective community/junior college president designated them as their institution's chief business, instructional, or student affairs officer; (b) in order to obtain research data from administrators employed in similar capacities at institutions which are relatively homogeneous in character and purpose and which share similar objectives and concerns; and (c) in order to compare the results of this study with previous need and job satisfaction research utilizing similar populations of administrators employed at community/junior colleges and universities located throughout the United States.

Council of Business Affairs

The Council of Business Affairs consists of the chief business officer, as designated by the president of each community[/junior] college, and the Chief of the Bureau of Financial and Business Services of the Division of Community Colleges, who serves as the Chairman of the Council. The Council serves in an

advisory capacity to the Council of Presidents and develops recommendations relating to financial and business matters and submits them to the Council of Presidents for appropriate action. (Division of Community Colleges, 1981, p. 15)

During the 1981-82 academic year, the Council of Business Affairs had 28 members who served as their institution's chief business affairs administrator. The official roster of the Council of Business Affairs was obtained from the Division of Community Colleges, Bureau of Financial and Business Services. The 28 Florida public community/junior colleges with representatives on the Council of Business Affairs are listed in Appendix A.

Council on Instructional Affairs

The Council on Instructional Affairs consists of the chief instructional officer(s) as designated by the president of each community[/junior] college. Under the Chief of the Bureau of Program and Support Services [of the Division of Community Colleges], the Bureau staff works with the Council and serves as a liaison between the Council and the Division. The Council studies and acts on instructional matters of statewide concern and serves in an advisory capacity to the Council of Presidents. (Division of Community Colleges, 1981, p. 14)

During the 1981-82 academic year, the Council on Instructional Affairs had 44 members who served as their institution's chief instructional affairs administrators. Of the 44 chief instructional affairs administrators on the Council on Instructional Affairs, 26 chief instructional affairs administrators represented individual campuses of

multi-campus community/junior colleges. The official roster of the Council on Instructional Affairs was obtained from the Division of Community Colleges, Bureau of Program Support and Services. The 28 Florida public community/junior colleges with representatives on the Council on Instructional Affairs are listed in Appendix A.

Council of Student Affairs

The Council of Student Affairs consists of the chief student affairs officer(s) as designated by the president of each community [/junior] college. Under the Chief of the Bureau of Program Support and Services of the Division of Community Colleges, the Bureau staff works with the Council and serves as the liaison between the Council and the Division. The Council serves in an advisory capacity to the Council of Presidents. It develops recommendations of statewide concern relating to all student affairs matters and transmits these recommendations to the Council of Presidents. (Division of Community Colleges, 1981, p. 15)

During the 1981-82 academic year, the Council of Student Affairs had 39 members who served as their institution's chief student affairs administrators. Of the 39 chief student affairs administrators on the Council of Student Affairs, 20 chief student affairs administrators represented individual campuses of multi-campus community/junior colleges. The official roster of the Council of Student Affairs was obtained from the Division of Community Colleges, Bureau of Program Support and Services. The 28 Florida public community/junior colleges with representatives on the Council of Student Affairs are listed in Appendix A.

Instrument Development

Data for this study were collected by means of a two-part survey instrument. The first part of the instrument questioned the selected administrators on the level of perceived need fulfillment, satisfaction, and importance they experience in their professional positions. The second part of the instrument sought demographic data pertaining to the selected administrators. The two parts of the survey instrument are discussed in detail below. A copy of the complete survey instrument may be found in Appendix B.

Part I. Survey of Need Fulfillment, Satisfaction, and Importance

Porter (1962) developed a research instrument, the Need Fulfillment Questionnaire for Management, capable of quantifying the degree to which certain psychological needs of managers can be satisfied as a result of their work situation. Porter's instrument utilized a modified Maslow-type categorization of needs in order to ascertain perceived levels of need fulfillment, need satisfaction, and need importance (Porter, 1962). Porter's 1962 Need Fulfillment Questionnaire for Management and his 1961 Need Satisfaction Questionnaire contain identical sets of questions (Porter, 1962).

Porter's (1962) research instrument measures five basic need categories which slightly varies from Maslow's (1943) hierarchy of needs in three ways. First, Porter's instrument did not contain items related to the physiological

needs identified by Maslow. Items pertaining to physiological needs were excluded from the instrument because it was assumed that these needs were adequately satisfied for a person in a managerial position. Second, Maslow's "safety," "love," and "self-actualization" need categories were renamed by Porter to "security," "social," and "self-realization," respectively. Thirdly, Porter modified Maslow's hierarchy of needs by adding a category identified as "autonomy." Porter's "autonomy" category is comparable to Maslow's need for "esteem." In Porter's instrument, "autonomy" items were separated from other items more commonly associated with the term "esteem." Therefore, Porter's modification of Maslow's hierarchy of needs contains: security needs; social needs; esteem needs; autonomy needs; and self-realization needs (Williams, 1979).

Porter's instrument contained 13 items classified into a Maslow-type hierarchy of needs system. For purposes of this study, a minor adaption was made to Porter's instrument by substituting the term "community/junior college" for the term "company." The 13 items are listed below according to their respective category of need. However, the first part of the instrument utilized in this study had Porter's 13 items presented in the order in which he arranged them for his 1962 Need Fulfillment Questionnaire for Management.

The five Maslow (1943) categories of needs and the 13 items utilized in Porter's (1962) instrument were:

- I. Security needs
 1. The feeling of security in my management position
- II. Social needs
 1. The opportunity, in my management position, to give help to other people
 2. The opportunity to develop close friendships in my management position
- III. Esteem needs
 1. The feeling of self-esteem a person gets from being in my management position
 2. The prestige of my management position inside the company (that is, the regard received from others in the company)
 3. The prestige of my management position outside the company (that is, the regard received from others not in the company)
- IV. Autonomy needs
 1. The authority connected with my management position
 2. The opportunity for independent thought and action in my management position
 3. The opportunity, in my management position, for participation in the setting of goals
 4. The opportunity, in my management position, for the participation in the determination of methods and procedures
- V. Self-actualization needs
 1. The opportunity for personal growth and development in my management position
 2. The feeling of self-fulfillment a person gets from being in my management position (that is, the feeling of being able to use one's own unique capabilities, realizing one's potentialities)
 3. The feeling of worthwhile accomplishment in my management position. (Porter, 1962, p. 376)

For each of the previous 13 need items, chief business, instructional, and student affairs administrators in Florida's public community/junior colleges were asked the following three questions:

(a) How much is there now?

(min) 1 2 3 4 5 6 7 (max)

(b) How much should there be?

(min) 1 2 3 4 5 6 7 (max)

(c) How important is this to me?

(min) 1 2 3 4 5 6 7 (max)

(Porter, 1962, p. 376)

For each question, the respondent was asked to circle a number on a scale from 1 to 7, in which low numbers, 1-3, represented minimum amounts and high numbers, 5-7, represented maximum amounts. The midpoint of the scale was numbered 4 and represented an average situation, not outstanding in either direction (Williams, 1979).

Robinson, Athanasion, and Head (1978) pointed out that

since the respondent to Porter's [1962] instrument will not be asked about satisfaction, per se, [one can assume that] the method of scaling used in this questionnaire reduces the probability that any simple response set determines the expression of satisfaction. An a priori assumption [was] made that the less the difference between "How much x is there," and "How much x should there be," the greater the satisfaction with the characteristics in question. (p. 149)

This method takes into consideration the idea of "expectation" which may reasonably be expected to vary among management levels. The question readily asked of the respondent is, "How satisfied are you in terms of what you expected from this particular management position?" (Robinson et al., 1978, p. 149).

Although Porter's (1962) questionnaire has been used in numerous studies (Porter, 1961, 1962, 1963a, 1963b, 1963c, 1964a, 1964b; Slocum & Topichah, 1972; Trusty & Sergiovanni, 1966), until 1973, no one, including Porter, conducted a study to determine the questionnaire's test-retest reliability. In order to address this oversight, Dore and Meachem (1973) conducted a reliability study and concluded that Porter's (1962) questionnaire had a Pearson r product moment correlation of .83.

According to Anastasi (1968)

the measurement of attitudes is both difficult and controversial. . . . Attitude scales . . . may be validated against a number of criteria, such as membership in contrasted groups, ratings by close acquaintances, and biographical data secured through intensive interview or case studies. Because of the practical difficulties in obtaining such criterion, however, investigators have frequently relied on the familiar makeshifts involving validation by internal consistency or by correlation with another attitude scale. (pp. 481-482)

In an attempt to demonstrate that Porter's (1962) questionnaire is a valid instrument, Dore and Meachem (1973) administered it with Meachem's Self-Concept Scale, Meachem's Ideal Self-Concept Scale, Dore and Meachem's Required Self-Concept Scale, and Nash's Strong Vocational Interest Blank, Form T 399. Dore and Meachem (1973) found that Porter's (1962) Need Fulfillment Questionnaire for Management "has shown validity by being able to measure the effects of several variables, such as type of organization, and level within the organization, on job satisfaction" (p. 42).

Permission to use Porter's (1962) questionnaire for this study was requested and granted. A copy of Porter's letter of authorization to use his questionnaire appears in Appendix C.

Part II. Demographic Information

The demographic information requested from each of the respondents included: sex; age; race; highest academic degree earned; primary administrative responsibility; years in current position; annual salary before taxes; and the number of non-clerical staff directly supervised. Additional demographic information regarding the Fall, 1981 unduplicated enrollment (head count) at each respondent's institution of employment was also requested.

Endorsement of This Study

The research objectives of this study included the determination of perceived levels of need fulfillment, satisfaction, and importance of chief business, instructional, and student affairs administrators employed in the Community College System in Florida. This investigator believes that the results of this study can be of interest and value to the respondents and provide relevant and timely information to system-wide and institutional leaders in the Community College System in Florida. Therefore, this investigator contacted the Director of the Institute of Higher Education at the University of Florida and solicited the Institute's support and endorsement

of this study. A letter of endorsement from the Director of the Institute of Higher Education at the University of Florida was requested. The letter of endorsement expressed recognition and support of this study and encouraged the respondents to promptly complete and return the survey instrument. A copy of the letter of endorsement appears in Appendix D.

Data Collection

Initial Distribution

The initial distribution of the survey instrument occurred at the meetings of the Council of Business Affairs, Council on Instructional Affairs, and Council of Student Affairs in St. Petersburg, Florida on December 3, 1981.

The respondents received a six-page survey booklet containing a cover letter, the letter of endorsement from the Institute of Higher Education at the University of Florida, and the two-part survey instrument. The survey booklet was specifically designed to enhance readership and encourage a high rate of return. The survey booklets were numbered from 1 to 111 for follow-up purposes. The cover letter was reproduced on the official stationery of the Institute of Higher Education at the University of Florida in order to lend additional credibility to this study. The cover letter described the primary focus of this study and assured the respondents that no personal or institutional data would be used in any

way that could personally identify them. This promise of confidentiality was reiterated on the survey instrument. A copy of the initial cover letter is contained in Appendix E.

Replies from 19 chief business affairs administrators, 22 chief instructional affairs administrators, and 14 chief student affairs administrators were received at the conclusion of the councils' meetings.

First Follow-up Procedure

The first follow-up procedure began the day after the meetings of the Council of Business Affairs, Council on Instructional Affairs, and Council of Student Affairs adjourned. Administrators who did not respond to the initial distribution of the survey instrument were sent a follow-up request consisting of a new cover letter and an identical, pre-addressed, stamped survey booklet. A copy of the follow-up cover letter appears in Appendix F.

The first follow-up procedure resulted in six replies from chief business affairs administrators, 14 responses from chief instructional affairs administrators, and 18 returns from chief student affairs administrators.

Second Follow-up Procedure

The second follow-up procedure was initiated the day after the deadline date of the first follow-up procedure. This investigator telephoned each administrator who had not previously completed a survey instrument. This investigator

read the first cover letter and asked the administrator if he or she would answer the survey instrument over the telephone. The investigator read each item of the survey instrument to the respondent and recorded the response that was provided.

The second follow-up procedure produced two replies from chief business affairs administrators, five responses from chief instructional affairs administrators, and four returns from chief student affairs administrators.

Total Numbers and Percentages of Responses

The total numbers and percentages of responses to this study's survey instrument were: 27 of 28 (96.4%) of chief business affairs administrators; 41 of 44 (93.1%) of chief instructional affairs administrators; and 36 of 39 (92.3%) of chief student affairs administrators. The previously indicated rates of return were high enough to assure the validity of this study's results (Florida Department of Education, 1980).

Analysis of Data

Responses to the 13 need items in the first part of the survey instrument yielded a need fulfillment score, a need satisfaction score, and a need importance score for each item.

Need Fulfillment Score

Responses to question "a", "How much (of a specific need item) is there now?", provided a measure of how much need fulfillment respondents perceived they were actually receiving from their professional positions at the time they completed the survey instrument (Williams, 1979).

Need Satisfaction Score

Responses to question "b", "How much (of a specific need item) should there be?", provided a measure of how much need fulfillment respondents felt they should receive from their professional positions at the time they completed the survey instrument. The difference between the score to this question and the preceding question, "b-a", indicated how satisfied respondents were with the need fulfillment they were receiving from their professional positions at the time they completed the survey instrument (Williams, 1979). The smaller the difference of "b-a", the greater the level of need satisfaction. Therefore, the level of need satisfaction was indicated by the difference between expected need fulfillment, "b", and actual need fulfillment, "a".

Need Importance Score

The third part of each need item asked respondents to answer the question, "How important is (the specific need item) to me?" By answering this question, respondents indicated the level of importance they attached to, or were concerned with, each type of need (Williams, 1979).

Statistical Packaging for the
Social Sciences (SPSS)

In analyzing the data collected from respondents in this study, the Statistical Package for the Social Sciences (SPSS) was used. "SPSS is an integrated system of computer programs designed for the analysis of social science data. The system provides a unified and comprehensive package that enables the user to perform many different types of data analysis in a simple and convenient manner" (Nie, Null, Jenkins, Steinbrenner, & Bent, 1975, p. 1).

In analyzing the data collected for this study, three SPSS procedures were used. A frequencies procedure, a t-test procedure, and a one-way analysis of variance (ANOVA) procedure (F test) were utilized when appropriate.

Assumptions of statistical tests. The most powerful statistical tests are those having the strongest or most extensive assumptions. Parametric tests, such as t or F tests, have a variety of strong assumptions underlying their use (Siegel, 1956). Five assumptions that must be considered are

1. Observations must be independent.
2. Observations must be drawn from normally distributed populations.
3. Populations must have the same variance.
4. Variables must have been measured in at least an interval scale.
5. The means of these normal populations must be linear combinations of effects due to columns and/or rows. (Siegel, 1956, p. 19)

Frequencies procedure. The frequencies procedure was used to compute and present one-way frequency distribution tables for responses to the variables in the study. Frequency tables were obtained for the following groups of respondents: (a) chief business affairs administrators; (b) chief instructional affairs administrators; and (c) chief student affairs administrators.

T-test procedure. The t-test procedure was used to compute Student's t. The probability level for testing was set at $p < .05$. T-tests of significance were conducted on dichotomous variables.

One-way analysis of variance (ANOVA) procedure. One-way analysis of variance (ANOVA) was used with variables which were not dichotomous. This procedure provided a standard analysis of variance summary table showing sums of squares, degrees of freedom, mean squares, and the F ratio formed by dividing the between-group mean square by the within-group mean square. The summary tables also reported the probability level of the obtained F ratio.

Scheffé's test was used as an a posteriori contrast after each analysis was computed. "Scheffé uses a single range value for all comparisons, which is appropriate for examining all possible linear combinations of group means, not just pairwise comparisons. Thus, it is stricter than the other [a posteriori] tests. Scheffé is exact, even for

unequal group sizes" (Nie et al., 1975, p. 428). For this test, an alpha level of significance was set at .05.

Chapter Summary

The manner in which the survey of chief business, instructional, and student affairs administrators employed in the Community College System in Florida was administered has been described in this chapter. The major aspects of the research methodology described in this chapter consisted of the following elements: (a) research populations; (b) instrument development; (c) endorsement of this study; (d) data collection; and (e) analysis of data.

A detailed description of the research data obtained for this study is presented in Chapter IV.

CHAPTER IV PRESENTATION OF DATA

The data collected for this study are presented in this chapter. The primary purpose of this study was to determine the perceived level of need fulfillment, need satisfaction, and need importance that chief business, instructional, and student affairs administrators employed in the Community College System in Florida receive from their professional positions. Of the 111 chief business, instructional, and student affairs administrators in the Community College System in Florida, 104 administrators responded to this study's survey instrument. A breakdown of the rate of return indicated that 27 of 28 (96.4%) chief business affairs administrators, 41 of 44 (93.1%) chief instructional affairs administrators, and 36 of 39 (92.3%) chief student affairs administrators returned usable survey instruments.

The data presented in this chapter are reported in accordance with the five research objectives established for this study. This chapter is organized around the following groups of data: (a) description of respondents; (b) need fulfillment data; (c) need satisfaction data; (d) need importance data; (e) the effect of demographic characteristics; (f) statistical comparisons among administrator groups;

(g) comparisons with groups in other studies; and (h) a chapter summary.

Description of Respondents

The research populations for this study consisted of the chief business, instructional, and student affairs administrators employed in the Community College System in Florida.

Chief Business Affairs Administrators

Table 1 provides demographic characteristics for 27 respondents who indicated their professional status as chief business affairs administrator. In summary, this group is predominantly white (100.0%), male (96.3%), over 40 years of age (74.0%), and holders of bachelor's degrees (40.7%) and earned doctorates (40.7%).

A majority (51.9%) of the chief business affairs administrators earn an annual salary of over \$35,000 and almost half (48.1%) supervise four to six professional staff members. The largest percentage of respondents (59.3%) is employed at community/junior colleges with unduplicated enrollments under 10,000 students. One-third (33.3%) of these administrators have served in their current position for one to four years. An equal amount of respondents have been chief business affairs administrators for five to nine years (25.9%) or ten to fourteen years (25.9%).

TABLE 1

DEMOGRAPHIC CHARACTERISTICS FOR CHIEF BUSINESS, INSTRUCTIONAL,
AND STUDENT AFFAIRS RESPONDENTS

Characteristic	Business Affairs Respondents		Instructional Affairs Respondents		Student Affairs Respondents	
	n	Percent ^a	n	Percent ^a	n	Percent ^a
<u>Sex</u>						
Female	1	3.7	11	26.8	7	19.4
Male	26	96.3	30	73.2	29	80.6
<u>Age</u>						
20-29	0	---	0	---	0	---
30-39	7	25.9	12	29.3	10	27.8
40-49	7	25.9	18	43.9	12	33.3
50-59	12	44.4	9	22.0	13	36.1
60 or over	1	3.7	2	4.9	1	2.8
<u>Race</u>						
American Indian	0	---	0	---	0	---
Asian	0	---	0	---	0	---
Black, Non-Hispanic	0	---	0	---	5	13.9
Hispanic	0	---	1	2.4	1	2.8
White, Non-Hispanic	27	100.0	40	97.6	30	83.3
Other	0	---	0	---	0	---
<u>Highest Degree Earned</u>						
Bachelor's Degree	11	40.7	0	---	0	---
Master's Degree	4	14.8	1	2.4	9	25.0
Specialist Degree	1	3.7	1	2.4	1	2.8
Doctoral Degree	11	40.7	39	95.1	25	69.4
Other	0	---	0	---	1	2.8
<u>Years in Current Position</u>						
Less than 1 year	2	7.4	15	36.6	6	16.7
1 to 4 years	9	33.3	12	29.3	6	16.7
5 to 9 years	7	25.9	7	17.1	9	25.0
10 to 14 years	7	25.9	5	12.2	10	27.8
15 or more years	2	7.4	2	4.9	5	13.9

TABLE 1--Continued

Characteristic	Business Affairs Respondents		Instructional Affairs Respondents		Student Affairs Respondents	
	n	Percent ^a	n	Percent ^a	n	Percent ^a
<u>Annual Salary</u>						
Less than \$24,999	1	3.7	--	---	2	5.6
\$25,000 to \$29,999	2	7.4	--	---	6	16.7
\$30,000 to \$34,999	10	37.0	8	19.5	11	30.6
\$35,000 or more	14	51.9	33	80.5	17	47.2
<u>Professional Staff Supervised</u>						
1 to 3 staff members	6	22.2	5	12.2	2	5.6
4 to 6 staff members	13	48.1	11	26.8	17	47.2
7 to 9 staff members	2	7.4	9	22.0	9	25.0
10 to 12 staff members	1	3.7	10	24.4	2	5.6
13 or more staff members	5	18.5	6	14.6	6	16.7
<u>Institutional Unduplicated Enrollment</u>						
Less than 9,999	16	59.3	15	36.6	18	50.0
10,000 to 19,999	6	22.2	13	31.7	10	27.8
20,000 to 29,999	0	---	5	12.2	1	2.8
30,000 to 39,999	2	7.4	1	2.4	2	5.6
40,000 and above	3	11.1	7	17.1	5	13.9

^a Percentages may not equal 100 due to SPSS rounding errors.

Chief Instructional Affairs Administrators

Table 1 also provides demographic characteristics for 41 respondents who indicated their professional status as chief instructional affairs administrator. In summary, this group is predominantly white (97.6%), male (73.2%), between the ages of 40 to 49 (43.9%), and holders of earned doctorates (95.1%).

Although most of the chief instructional affairs administrators have served in their current position for less than four years (65.9%), the vast majority (80.5%) earn an annual salary of over \$35,000. Over two-thirds (68.3%) of these administrators work at institutions with unduplicated enrollments under 20,000 students. These administrators are fairly divided on the number of professional staff supervised. Chief instructional affairs administrators frequently supervise four to six (26.8%), seven to nine (22.0%), or ten to twelve (24.4%) professional staff members.

Chief Student Affairs Administrators

Table 1 also includes demographic characteristics for 36 respondents who indicated their professional status as chief student affairs administrator. In summary, this group is predominantly white (83.3%), male (80.6%), between the ages of 40 and 59 (69.4%), and holders of earned doctorates (69.4%).

Approximately one-third (30.6%) of the chief student affairs administrators earn between \$30,000 and \$34,999 per

year while 47.2% have an annual salary of over \$35,000. Over one-third (33.4%) of these administrators have served in their current position for less than five years. Most (72.2%) chief student affairs administrators supervise a professional staff of four to nine members. Exactly half (50.0%) of these administrators work at community/junior colleges with unduplicated enrollments of less than 10,000 students.

Need Fulfillment Data

The data reported in this section satisfy the requirements of the first objective of this study.

Research Objective 1

To determine the level of perceived need fulfillment for each of five psychological need categories which chief business, instructional, and student affairs administrators employed in the Community College System in Florida receive from their professional positions.

This study's survey instrument contained 13 need-related items. After each item, three questions were asked. Need fulfillment scores were obtained from answers to the first question, "a", for each item. This question asked administrators, "How much (of a specific need item) is there now?" Respondents rated their perceptions on a seven-point interval scale with lower numbers representing lesser amounts of need fulfillment and

higher numbers representing greater amounts of need fulfillment.

Chief business affairs administrators. Table 2 reports need fulfillment mean scores for chief business affairs administrators in five separate need categories. Findings reveal that the highest level of need fulfillment occurs in the security need category (5.704). The lowest level of need fulfillment occurs in the self-realization need category (5.160). These findings differ from the research results reported by Strickland (1973) for a national sample of chief business affairs administrators in public colleges and universities. Strickland's (1973) study indicated that chief business affairs administrators were most fulfilled with autonomy needs and least fulfilled with social needs.

Table 16 in Appendix G provides individual mean scores for fulfillment for each of 13 need-related items on this study's survey instrument. In the security need category, chief business affairs administrators are most fulfilled with the feeling of security in their management positions (I-A). In the self-realization need category, chief business affairs administrators are least fulfilled with the opportunity for personal growth and development in their management positions (V-A).

Chief instructional affairs administrators. Table 2 reports need fulfillment mean scores for chief instructional affairs administrators in five separate need categories.

TABLE 2

MEAN SCORES FOR NEED FULFILLMENT LEVEL BY NEED CATEGORY
FOR GROUPS OF RESPONDENTS

Administrator Group	n	Security	Social	Need Category		
				Esteem	Autonomy	Self-Realization
Business Affairs	27	5.704	5.685	5.395	5.648	5.160
Instructional Affairs	41	5.220	5.171	5.569	5.720	5.650
Student Affairs	36	5.417	5.708	5.500	5.514	5.574

Note. The mean need fulfillment score was calculated by utilizing a seven-point interval scale.
(1 = lowest level, 4 = average level, 7 = highest level)

Findings reveal that the highest level of need fulfillment occurs in the autonomy need category (5.720). The lowest level of need fulfillment occurs in the social need category (5.171). These findings are similar to the results provided by Williams (1979) from a national sample of academic affairs administrators located in all 50 states at 119 member institutions of the National Association of State Universities and Land-Grant Colleges (NASULGC). The academic administrators who comprised Williams' (1979) national sample were most fulfilled with autonomy needs and least fulfilled with social needs.

Table 17 in Appendix G provides individual mean scores for fulfillment for each of 13 need-related items on this study's survey instrument. In the autonomy need category, chief instructional affairs administrators are most fulfilled with the opportunity, in their management positions, for participation in the setting of goals (IV-C). In the social need category, chief instructional affairs administrators are least fulfilled with the opportunity to develop close friendships in their management positions (II-B).

Chief student affairs administrators. Table 2 reports need fulfillment mean scores for chief student affairs administrators in five separate need categories. Findings reveal that the highest level of need fulfillment occurs in the social need category (5.708). The lowest level of need fulfillment occurs in the security need category (5.417). These

findings do not support the results obtained by Dye (1975). Dye (1975) surveyed a national sample of 218 student affairs administrators employed in public colleges and universities. The results of Dye's (1975) study revealed that the respondents were most fulfilled with security needs and least fulfilled with social needs.

Table 18 in Appendix G provides individual mean scores for fulfillment for each of 13 need-related items on this study's survey instrument. In the social need category, chief student affairs administrators are most fulfilled with the opportunity, in their management positions, to give help to other people (II-A). In the security need category, chief student affairs administrators are least fulfilled with the feeling of security in their management positions (I-A).

Need Fulfillment Data Summary

In reviewing the data revealed in Table 2 concerning need fulfillment for chief business, instructional, and student affairs administrators employed in the Community College System in Florida, two patterns emerge. First, security needs or social needs are either the most or least fulfilled needs for each group of administrators. Second, all need fulfillment mean scores are above 5.000. A need fulfillment mean score of 4.000 is average. Therefore, the data reflect above average perceptions of need fulfillment in all five need categories for each group of respondents.

Need Satisfaction Data

The data reported in this section satisfy the requirements of the second objective of this study.

Research Objective 2

To determine the level of perceived need satisfaction for each of five psychological need categories which chief business, instructional, and student affairs administrators employed in the Community College System in Florida receive from their professional positions.

This study's survey instrument contained 13 need-related items. After each item, three questions were asked. Responses to question "b", "How much (of a specific need item) should there be?" provided a measure of how much need fulfillment respondents felt they should receive from their professional positions. Respondents rated their perceptions on a seven-point interval scale. Need satisfaction scores were indirectly obtained by calculating the numerical difference between the score to this question, "b", and the preceding question, "a". Thus, a simple subtraction procedure, "b-a", was used in order to obtain need satisfaction scores. The smaller the difference between need fulfillment expected and need fulfillment received, "b-a", the higher the level of need satisfaction.

Chief business affairs administrators. Table 3 reports need satisfaction mean scores for chief business affairs

TABLE 3
MEAN SCORES FOR NEED SATISFACTION LEVEL BY NEED CATEGORY
FOR GROUPS OF RESPONDENTS

Administrator Group	n	Security	Social	Need Category		Self-Realization
				Esteem	Autonomy	
Business Affairs	27	.481	.444	.383	.630	2.531
Instructional Affairs	41	.220	.829	.415	.525	1.846
Student Affairs	36	.611	.306	.593	.625	1.889

Note. Scores approaching .000 indicate a higher level of need satisfaction.

administrators in five separate need categories. Findings reveal that chief business affairs administrators are most satisfied with esteem needs (.383) and least satisfied with self-realization needs (2.531). These findings are only in partial agreement with the research results reported by Strickland (1973). Strickland's (1973) national sample of public college and university chief business affairs administrators found that these respondents were most satisfied with security needs and least satisfied with self-realization needs.

Table 19 in Appendix G provides individual mean scores for satisfaction for each of 13 need-related items on this study's research instrument. The data reveal that chief business affairs administrators are most satisfied with the prestige of their management positions inside their community/junior colleges (III-B). Chief business affairs administrators are least satisfied with the opportunity for personal growth and development in their management positions (V-A).

Chief instructional affairs administrators. Table 3 reports need satisfaction mean scores for chief instructional affairs administrators in five separate need categories. Findings reveal that chief instructional affairs administrators are most satisfied with security needs (.220) and least satisfied with self-realization needs (1.846). These findings support the results reported by Williams (1979) based on a national sample of academic administrators employed at 119

member institutions of NASULGC. The sample of NASULGC academic administrators were most satisfied with security needs and least satisfied with self-realization needs.

Table 20 in Appendix G provides individual mean scores for satisfaction for each of 13 need-related items on this study's research instrument. The data reveal that chief instructional affairs administrators are most satisfied with the feeling of security in their management positions (I-A). Chief instructional affairs administrators were least satisfied with the feeling of self-fulfillment experienced in their management positions (V-B).

Chief student affairs administrators. Table 3 reports need satisfaction mean scores for chief student affairs administrators in five separate need categories. Findings reveal that chief student affairs administrators are most satisfied with social needs (.306) and least satisfied with self-realization needs (1.889). These findings support the results reported by Williams (1979) based on a national sample of student affairs administrators employed at 119 member institutions of NASULGC and a statewide sample of Florida's State University System's (SUS) student affairs administrators. Williams' study reported that student affairs administrators at NASULGC and SUS institutions were most satisfied with social needs and least satisfied with self-realization needs.

Table 21 in Appendix G provides individual mean scores for satisfaction for each of 13 need-related items on this

study's research instrument. The data reveal that chief student affairs administrators are most satisfied with the opportunity, in their management positions, to give help to other people (II-A). Chief student affairs administrators were least satisfied with the opportunity for personal growth and development in their management positions (V-A).

Need Satisfaction Data Summary

In reviewing the data revealed in Table 3 concerning need satisfaction for chief business, instructional, and student affairs administrators employed in the Community College System in Florida, two patterns emerge. First, there is no agreement among administrative groups regarding the need category that contains the most need satisfaction. Second, all three administrative groups identified self-realization as the least satisfied need category.

Need Importance Data

The data reported in this section satisfy the requirements of the third objective of this study.

Research Objective 3

To determine the level of perceived need importance for each of five psychological need categories which chief business, instructional, and student affairs administrators employed in the Community College System in Florida receive from their professional positions.

This study's survey instrument contained 13 need-related items. After each item, three questions were asked. Responses to the third question, "c", "How important is (the specific need item) to me?" indicated the level of need importance respondents attached to each need item. Need importance scores are calculated using the same seven-point interval scale used in determining need fulfillment scores.

Chief business affairs administrators. Table 4 reports need importance mean scores for chief business affairs administrators in five separate need categories. Findings reveal that the highest level of need importance occurs in the self-realization need category (6.247). The lowest level of need importance occurs in the esteem need category (5.568). These findings differ from the research results reported by Strickland (1973) for a national sample of chief business affairs administrators in public colleges and universities. In 1973, Strickland revealed that chief business affairs administrators placed most importance on self-realization needs and least importance on security needs.

Table 22 in Appendix G provides individual mean scores for importance for each of 13 need-related items on this study's survey instrument. In the self-realization need category, chief business affairs administrators identified the feeling of worthwhile accomplishment in their management positions (V-C) as the most important need item. In the esteem need

TABLE 4

MEAN SCORES FOR NEED IMPORTANCE LEVEL BY NEED CATEGORY
FOR GROUPS OF RESPONDENTS

Administrator Group	n	Security	Social	Need Category		Self-Realization
				Esteem	Autonomy	
Business Affairs	27	5.667	5.870	5.568	6.065	6.247
Instructional Affairs	41	5.537	5.720	5.455	6.110	6.341
Student Affairs	36	5.722	5.958	5.583	6.076	6.278

Note. The mean need importance score was calculated by utilizing a seven-point interval scale.
(1 = lowest level, 4 = average level, 7 = highest level)

category, chief business affairs administrators attached low importance to the prestige of their management positions outside of their community/junior colleges (III-C).

Chief instructional affairs administrators. Table 4 reports need importance mean scores for chief instructional affairs administrators in five separate need categories. Findings reveal that the highest level of need importance occurs in the self-realization need category (6.341). The lowest level of need importance occurs in the esteem need category (5.455). These findings are in partial agreement with the results reported by Williams (1979) based on a national sample of academic affairs administrators employed at 119 member institutions of NASULGC. Williams' study reported that academic affairs administrators at NASULGC institutions placed most importance on self-realization needs and least importance on security needs.

Table 23 in Appendix G provides individual mean scores for importance for each of 13 need-related items on this study's survey instrument. In the self-realization need category, chief instructional affairs administrators identified the feeling of self-fulfillment in their management positions (V-B) as the most important need item. In the esteem need category, chief instructional affairs administrators attached low importance to the prestige of their management positions outside their community/junior colleges (III-C).

Chief student affairs administrators. Table 4 reports need importance mean scores for chief student affairs administrators in five separate need categories. Findings reveal that the highest level of need importance occurs in the self-realization need category (6.278). The lowest level of need importance occurs in the esteem need category (5.583). These findings fully support the results obtained by Dye (1975). Dye (1975) surveyed a national sample of 218 student affairs administrators employed in public colleges and universities. The results of Dye's study revealed that the respondents placed the highest degree of need importance on self-realization needs and the lowest degree of need importance on esteem needs. These findings are in partial agreement with the results reported by Williams (1979). Williams indicated that a national sample of student affairs administrators at NASULGC institutions identified self-realization as their most important need category and security as their least important need category.

Table 24 of Appendix G provides individual mean scores for importance for each of 13 need-related items on this study's survey instrument. In the self-realization need category, chief student affairs administrators identified the feeling of worthwhile accomplishment in the management positions (V-C) as the most important need item. In the esteem need category, chief student affairs administrators attached

low importance to the prestige of their management positions outside their community/junior colleges (III-C).

Need Importance Data Summary

In reviewing the data revealed in Table 4 concerning need importance for chief business, instructional, and student affairs administrators employed in the Community College System in Florida, two patterns emerge. First, each administrator group assigned the highest level of need importance to the self-realization need category. Second, each administrator group assigned the least amount of need importance to the esteem need category.

The Effect of Demographic Characteristics

The data reported in this section satisfy the requirements of the fourth objective of this study.

Research Objective 4

To determine if statistically significant levels exist between individual or institutional demographic characteristics and levels of obtained need fulfillment, satisfaction, and importance for chief business, instructional, and student affairs administrators employed in the Community College System in Florida.

Respondents to this study's survey instrument provided demographic information regarding sex, age, race, highest academic

degree earned, years in current position, annual salary, professional staff supervised, and institutional unduplicated enrollment. For the dichotomous demographic variable, sex, tests for statistical significance were conducted by using a t-test procedure on mean scores for each of the 15 need-related variables. For the seven nondichotomous demographic variables, tests for statistical significance were conducted by utilizing a one-way analysis of variance (ANOVA) procedure on mean scores for each of the 15 need-related variables. All tests for statistical significance were conducted at $p < .05$.

Need fulfillment findings (business affairs). Table 5 summarizes need fulfillment mean scores for eight demographic variables for chief business affairs administrators. Appropriate tests for statistical significance were conducted at $p < .05$ to determine the relationships of the demographic variables with need fulfillment mean scores. One area of statistical significance at $p < .05$ was found on one demographic variable.

Years in current position is associated with statistically significant security need fulfillment mean scores. Chief business affairs administrators with 10 to 14 years of experience in their current position indicated a significantly higher level of security need fulfillment than their counterparts with more or less years of experience in their current position.

TABLE 5

NEED FULFILLMENT MEAN SCORES BY DEMOGRAPHIC CHARACTERISTICS AND RESULTS OF STATISTICAL TESTS OF SIGNIFICANCE FOR CHIEF BUSINESS AFFAIRS ADMINISTRATORS

Characteristic	n	Security	Social	Esteem	Need Category Autonomy	Self-Realization
Sex						
Female	1	4.000	6.000	4.667	4.750	5.333
Male	26	5.769	5.673	5.423	5.683	5.154
F Ratio ^a		1.768	.184	.831	.753	.020
df = 26		N.S. ^c	N.S.	N.S.	N.S.	N.S.
Age						
20-29	0	---	---	---	---	---
30-39	7	6.000	5.643	5.476	5.714	5.286
40-49	7	5.857	6.000	5.667	5.964	5.429
50-59	12	5.333	5.542	5.250	5.313	4.861
60 or over	1	7.000	5.500	4.667	7.000	6.000
F Ratio ^d		.758	.579	.654	1.211	.499
df = 26		N.S.	N.S.	N.S.	N.S.	N.S.
Race						
American Indian	0	---	---	---	---	---
Asian	0	---	---	---	---	---
Black, Non-Hispanic	0	---	---	---	---	---
Hispanic	0	---	---	---	---	---
White, Non-Hispanic	27	5.704	5.685	5.395	5.648	5.160
Other	0	---	---	---	---	---
F Ratio ^d		+	+	+	+	+
df = 26						
Highest Degree Earned						
Bachelor's Degree	11	6.000	5.546	5.546	6.068	5.727
Master's Degree	4	6.000	6.250	5.333	5.563	5.083
Specialist Degree	1	7.000	7.000	6.667	7.000	6.000
Doctoral Degree	11	5.182	5.500	5.512	5.136	4.546
Other	0	---	---	---	---	---
F Ratio ^d		1.159	2.632	1.332	2.330	2.099
df = 26		N.S.	N.S.	N.S.	N.S.	N.S.

TABLE 5--continued

Characteristic	n	Security	Social	Need Category Esteem	Autonomy	Self-Realization
<u>Years in Current Position</u>						
less than 1 year	2	4.500	5.500	5.500	5.625	4.500
1 to 4 years	9	6.111	5.833	5.296	5.444	5.296
5 to 9 years	7	5.143	5.857	5.191	5.500	4.571
10 to 14 years	7	6.571	5.429	5.571	6.143	5.571
15 or more years	2	4.000	5.500	5.833	5.375	5.833
F Ratio		3.476	.422	.343	.501	.908
df = 26		^a	N.S.	N.S.	N.S.	N.S.
<u>Annual Salary</u>						
Less than \$24,999	1	5.000	5.500	5.333	6.000	5.667
\$25,000 to \$29,999	2	5.000	5.750	4.500	4.125	4.667
\$30,000 to \$34,999	10	5.700	5.850	5.467	5.600	5.200
\$35,000 or more	14	5.857	5.571	5.476	5.875	5.167
F Ratio		.318	.280	.873	1.824	.152
df = 26		N.S.	N.S.	N.S.	N.S.	N.S.
<u>Professional Staff</u>						
<u>Supervised</u>						
1 to 3 staff members	6	5.833	6.083	5.889	6.000	5.722
4 to 6 staff members	13	5.846	5.500	5.000	5.481	5.103
7 to 9 staff members	2	5.000	5.750	5.667	5.375	4.500
10 to 12 staff members	1	4.000	6.000	4.667	4.750	5.333
13 or more staff members	5	5.800	5.600	5.867	5.950	4.867
F Ratio		.573	.676	2.454	.530	.501
df = 26		N.S.	N.S.	N.S.	N.S.	N.S.

TABLE 5--continued

Characteristic	n	Security	Social	Need Category Esteem	Autonomy	Self-Realization
<u>Institutional Unduplicated</u>						
Enrollment						
Less than 9,999	16	5.500	5.656	5.417	5.703	5.188
10,000 to 19,999	6	6.167	5.917	5.389	5.167	5.056
20,000 to 29,999	0	---	---	---	---	---
30,000 to 39,999	2	5.500	5.250	5.667	5.500	5.500
40,000 and above	3	6.000	5.667	5.111	6.417	5.000
F Ratio ^d		.406	.410	.182	.982	.076
$\bar{d}f = 26$		N.S.	N.S.	N.S.	N.S.	N.S.

Note. The mean need fulfillment score was calculated by utilizing a seven-point interval scale.
(1 = lowest level, 4 = average level, 7 = highest level)

^aF Ratio determined by t tests

^b $\bar{d}f$ = degree

^cN.S. means Not Significant at .05 alpha level

^dF Ratio determined by one-way analysis of variance (ANOVA)

+ Calculations of one-way ANOVA were not performed. All respondents are members of one characteristic.

* $p < .05$

Need fulfillment findings (instructional affairs).

Table 6 summarizes need fulfillment mean scores for eight demographic variables for chief instructional affairs administrators. Appropriate tests for statistical significance were conducted at $p < .05$ to determine the relationships of the demographic variables with need fulfillment mean scores. No statistically significant relationships were found at $p < .05$ between demographic variables and need fulfillment mean scores for chief instructional affairs administrators.

Need fulfillment findings (student affairs). Table 7

summarizes need fulfillment mean scores for eight demographic variables for chief student affairs administrators. Appropriate tests for statistical significance were conducted at $p < .05$ to determine the relationships of the demographic variables with need fulfillment mean scores. One area of statistical significance at $p < .05$ was found on one demographic variable.

Age is associated with statistically significant social need fulfillment mean scores. Chief student affairs administrators between the ages of 40 to 49 indicated a significantly higher level of social need fulfillment than their younger or older counterparts.

Need satisfaction findings (business affairs). Table 8

summarizes need satisfaction mean scores for eight demographic variables for chief business affairs administrators. Appropriate tests for statistical significance were conducted at

TABLE 6

NEED FULFILLMENT MEAN SCORES BY DEMOGRAPHIC CHARACTERISTICS
AND RESULTS OF STATISTICAL TESTS OF SIGNIFICANCE FOR
CHIEF INSTRUCTIONAL AFFAIRS ADMINISTRATORS

Characteristic	n	Security	Social	Need Category Esteem	Autonomy	Self-Realization
<u>Sex</u>						
Female	11	5.182	5.000	5.727	5.841	6.152
Male	30	5.233	5.233	5.511	5.675	5.467
F Ratio ^a		.010	.434	.721	.321	3.364
<u>df</u> = 40		N.S.	N.S.	N.S.	N.S.	N.S.
<u>Age</u>						
20-29	0	---	---	---	---	---
30-39	12	5.000	5.333	5.361	5.542	5.556
40-49	18	5.167	5.111	5.833	5.931	5.815
50-59	9	5.222	5.056	5.296	5.444	5.296
60 or over	2	7.000	5.250	5.667	6.125	6.333
F Ratio ^b		1.074	.161	1.665	1.051	.730
<u>df</u> = 40		N.S.	N.S.	N.S.	N.S.	N.S.
<u>Race</u>						
American Indian	0	---	---	---	---	---
Asian	0	---	---	---	---	---
Black, Non-Hispanic	0	---	---	---	---	---
Hispanic	1	6.000	4.500	5.667	7.000	6.333
White, Non-Hispanic	40	5.200	5.188	5.567	5.688	5.633
Other	0	---	---	---	---	---
F Ratio ^d		.282	.457	.018	2.500	.396
<u>df</u> = 40		N.S.	N.S.	N.S.	N.S.	N.S.

TABLE 6--continued

Characteristic	n	Security	Social	Need Category Esteem	Autonomy	Self-Realization
<u>Highest Degree Earned</u>						
Bachelor's Degree	0	---	---	---	---	---
Master's Degree	1	6.000	5.000	5.667	5.000	6.333
Specialist Degree	1	5.000	5.000	6.000	6.500	6.000
Doctoral Degree	39	5.205	5.167	5.556	5.718	5.624
Other	0	---	---	---	---	---
F Ratio ^d		.146	.066	.187	.800	.249
df = 40		N.S.	N.S.	N.S.	N.S.	N.S.
<u>Years in Current Position</u>						
Less than 1 year	15	5.133	5.633	5.578	5.700	5.867
1 to 4 years	12	5.083	4.625	5.361	5.625	5.472
5 to 9 years	7	4.857	4.929	5.762	5.607	5.095
10 to 14 years	5	5.600	5.400	5.733	6.000	5.933
15 or more years	2	7.000	5.250	5.667	6.125	6.333
F Ratio ^d		.951	2.079	.425	.308	.958
df = 40		N.S.	N.S.	N.S.	N.S.	N.S.
<u>Annual Salary</u>						
Less than \$24,999	0	---	---	---	---	---
\$25,000 to \$29,999	0	---	---	---	---	---
\$30,000 to \$34,999	8	5.250	5.438	5.708	5.656	5.750
\$35,000 or more	33	5.212	5.106	5.535	5.735	5.626
F Ratio ^d		.004	.706	.366	.056	.081
df = 40		N.S.	N.S.	N.S.	N.S.	N.S.
<u>Professional Staff Supervised</u>						
1 to 3 staff members	5	4.000	5.300	5.667	5.200	5.000
4 to 6 staff members	11	5.273	5.273	5.788	5.864	5.879
7 to 9 staff members	9	5.444	5.056	5.296	5.917	5.333
10 to 12 staff members	10	5.100	5.050	5.633	5.525	5.700
13 or more staff members	6	6.000	5.250	5.389	5.917	6.167
F Ratio ^d		1.401	.115	.792	.901	1.109
df = 40		N.S.	N.S.	N.S.	N.S.	N.S.

TABLE 6--continued

Characteristic	n	Security	Social	Need Category Esteem	Autonomy	Self-Realization
<u>Institutional Unduplicated</u>						
Enrollment	15	5.133	5.100	5.467	5.720	5.222
Less than 9,999	13	5.462	5.192	5.795	5.923	5.974
10,000 to 19,999	5	5.400	4.900	5.667	5.100	5.800
20,000 to 29,999	1	6.000	6.000	5.333	6.250	6.333
30,000 to 39,999	5	6.000	6.000	5.333	6.250	6.333
40,000 and above	7	4.714	5.350	5.333	5.964	5.762
F Ratio ^d		.369	.323	.609	1.238	1.006
df = 40		N.S.	N.S.	N.S.	N.S.	N.S.

Note. The mean need fulfillment score was calculated by utilizing a seven-point interval scale.
(1 = lowest level, 4 = average level, 7 = highest level)

^aF Ratio determined by t tests

^bdf = degrees of freedom

^cN.S. means Not Significant at .05 alpha level

^dF Ratio determined by one-way analysis of variance (ANOVA)

^ep < .05

TABLE 7

NEED FULFILLMENT MEAN SCORES BY DEMOGRAPHIC CHARACTERISTICS AND
RESULTS OF STATISTICAL TESTS OF SIGNIFICANCE FOR
CHIEF STUDENT AFFAIRS ADMINISTRATORS

Characteristic	n	Security	Social	Need Category Esteem	Autonomy	Self-Realization
Sex						
Female	7	5.714	5.500	5.286	5.571	6.000
Male	29	5.345	5.759	5.552	5.500	5.471
F Ratio ^a		.545	.385	.619	.030	1.551
df = 35		N.S. ^c	N.S. ^c	N.S. ^c	N.S. ^c	N.S. ^c
Age						
20-29	0	-----	-----	-----	-----	-----
30-39	10	5.200	4.850	5.133	5.500	5.600
40-49	12	5.417	6.333	5.722	5.354	5.444
50-59	13	5.692	5.808	5.564	5.614	5.692
60 or over	1	4.000	5.500	5.667	6.250	5.333
F Ratio ^d		.816	6.077	1.060	.325	.134
df = 35		N.S. ^c	*	N.S. ^c	N.S. ^c	N.S. ^c
Race						
American Indian	0	-----	-----	-----	-----	-----
Asian	0	-----	-----	-----	-----	-----
Black, Non-Hispanic	5	5.800	6.000	5.600	5.550	5.600
Hispanic	1	5.000	7.000	6.667	6.000	5.667
White, Non-Hispanic	30	5.367	5.617	5.444	5.492	5.567
Other	0	-----	-----	-----	-----	-----
F Ratio ^d		.340	1.235	1.191	.129	.006
df = 35		N.S. ^c	N.S. ^c	N.S. ^c	N.S. ^c	N.S. ^c

TABLE 7--continued

Characteristic	n	Security	Social	Need Category		Self-Realization
				Esteem	Autonomy	
Highest Degree Earned	0	---	---	---	---	---
Bachelor's Degree	9	5.889	6.056	5.593	5.694	5.889
Master's Degree	1	5.000	6.500	5.667	5.750	5.000
Specialist Degree	25	5.320	5.580	5.520	5.500	5.453
Doctoral Degree	1	4.000	5.000	4.000	4.000	6.333
Other	1	1.064	.902	1.263	.922	.679
F Ratio ^d		N.S.	N.S.	N.S.	N.S.	N.S.
df = 35						
Years in Current Position	6	5.167	5.833	5.389	5.542	5.944
Less than 1 Year	6	5.167	4.917	5.056	5.208	5.111
1 to 4 years	9	5.889	5.556	5.482	5.722	5.704
5 to 9 years	10	5.100	6.000	5.567	5.500	5.333
10 to 14 years	5	5.800	6.200	6.067	5.500	5.933
15 or more years		.787	1.722	1.162	.230	.827
F Ratio ^d		N.S.	N.S.	N.S.	N.S.	N.S.
df = 35						
Annual Salary	2	5.000	5.750	5.000	5.000	6.333
Less than \$24,999	6	5.500	5.917	5.500	5.458	5.333
\$25,000 to \$29,999	11	5.091	5.136	5.333	5.000	5.242
\$30,000 to \$34,999	17	5.647	6.000	5.667	5.927	5.784
\$35,000 or more		.567	1.995	.647	2.516	1.130
F Ratio ^d		N.S.	N.S.	N.S.	N.S.	N.S.
df = 35						

TABLE 7--continued

Characteristic	n	Security	Social	Esteem	Need Category Autonomy	Self-Realization
<u>Professional Staff</u>						
<u>Supervised</u>						
1 to 3 staff members	2	6.000	6.000	5.333	5.375	5.667
4 to 6 staff members	17	5.412	5.853	5.628	5.735	5.667
7 to 9 staff members	9	5.556	5.778	5.444	5.611	5.778
10 to 12 staff members	2	5.500	6.000	6.000	6.125	6.167
13 or more staff members	6	5.000	5.000	5.111	4.583	4.778
F Ratio ^d		.316	.971	.666	2.030	1.257
df = 35		N.S.	N.S.	N.S.	N.S.	N.S.
<u>Institutional Unduplicated</u>						
<u>Enrollment</u>						
Less than 9,999	18	5.611	5.778	5.704	5.736	5.833
10,000 to 19,999	10	4.600	5.450	5.133	5.025	4.967
20,000 to 29,999	1	6.000	7.000	6.000	6.500	6.000
30,000 to 39,999	2	6.000	5.250	5.333	4.500	5.000
40,000 and above	5	6.000	5.900	5.467	5.900	6.000
F Ratio ^d		2.018	.765	.934	2.087	1.747
df = 35		N.S.	N.S.	N.S.	N.S.	N.S.

Note. The mean need fulfillment score was calculated by utilizing a seven-point interval scale.
(1 = lowest level, 4 = average level, 7 = highest level)

^a F Ratio determined by t tests

^b df = degrees of freedom

^c N.S. means Not Significant at .05 alpha level

^d F Ratio determined by one-way analysis of variance (ANOVA)

* $p < .05$

TABLE 8

NEED SATISFACTION MEAN SCORES BY DEMOGRAPHIC CHARACTERISTICS AND
RESULTS OF STATISTICAL TESTS OF SIGNIFICANCE FOR
CHIEF BUSINESS AFFAIRS ADMINISTRATORS

Characteristic	n	Security	Social	Need Category Esteem	Autonomy	Self-Realization
Sex						
Female	1	2.000	.000	.667	1.000	2.000
Male	26	.423	.462	.372	.615	2.551
F Ratio ^a		1.647	.343	.187	.177	.032
df = 26		N.S.C	N.S.	N.S.	N.S.	N.S.
Age						
20-29	0	---	---	---	---	---
30-39	7	.286	.071	.333	.679	2.619
40-49	7	.429	.500	.333	.393	1.952
50-59	12	.667	.667	.528	.792	3.028
60 or over	1	.000	.000	-.667	.000	.000
F Ratio ^d		.189	1.023	1.077	.448	.412
df = 26		N.S.	N.S.	N.S.	N.S.	N.S.
Race						
American Indian	0	---	---	---	---	---
Asian	0	---	---	---	---	---
Black, Non-Hispanic	0	---	---	---	---	---
Hispanic	0	---	---	---	---	---
White, Non-Hispanic	27	.481	.444	.383	.630	2.531
Other	0	---	---	---	---	---
F Ratio ^d		+	+	+	+	+
df = 26						

TABLE 8--continued

Characteristic	n	Security	Social	Need Category		Self-Realization
				Esteem	Autonomy	
<u>Highest Degree Earned</u>						
Bachelor's Degree	11	.273	.227	.182	.364	1.455
Master's Degree	4	-	.625	.417	.250	1.583
Specialist Degree	1	.000	.000	.000	.000	2.333
Doctoral Degree	11	1.000	.636	.606	1.091	3.970
Other	0	----	----	----	----	----
F Ratio ^d		1.352	.690	.866	1.936	1.567
df = 26		N.S.	N.S.	N.S.	N.S.	N.S.
<u>Years in Current Position</u>						
Less than 1 Year	2	1.500	.000	.667	.875	5.167
1 to 4 years	9	.111	.278	.333	.722	1.963
5 to 9 years	7	1.000	.571	.476	.643	3.571
10 to 14 years	7	.000	.429	.238	.286	1.810
15 or more years	2	1.000	1.250	.500	1.125	1.333
F Ratio ^d		1.288	.863	.212	.444	.850
df = 26		N.S.	N.S.	N.S.	N.S.	N.S.
<u>Annual Salary</u>						
Less than \$24,999	1	.000	.000	.000	.000	.000
\$25,000 to \$29,999	2	1.000	.250	1.333	1.875	4.667
\$30,000 to \$34,999	10	.400	.300	.600	.750	3.000
\$35,000 or more	14	.500	.607	.119	.411	2.071
F Ratio ^d		.170	.457	3.312	2.070	.755
df = 26		N.S.	N.S.	*	N.S.	N.S.

TABLE 8--continued

Characteristic	n	Security	Social	Need Category Esteem	Autonomy	Self-Realization
<u>Professional Staff</u>						
Supervised						
1 to 3 staff members	6	.000	.417	.111	.375	1.222
4 to 6 staff members	13	.462	.500	.410	.654	2.026
7 to 9 staff members	2	1.500	.250	.833	1.375	5.833
10 to 12 staff members	1	2.000	.000	.667	1.000	2.000
13 or more staff members	5	.400	.500	.400	.500	4.200
F Ratio ^d		.970	.124	.501	.512	1.507
df = 26		N.S.	N.S.	N.S.	N.S.	N.S.
<u>Institutional Unduplicated</u>						
Enrollment						
Less than 9,999	16	.625	.595	.417	.594	2.458
10,000 to 19,999	6	.333	.083	.611	1.083	3.500
20,000 to 29,999	0	-----	-----	-----	-----	-----
30,000 to 39,999	2	.500	.750	.333	.875	1.167
40,000 and above	3	.000	.167	.222	.250	1.889
F Ratio ^d		.236	.877	1.118	1.708	.372
df = 26		N.S.	N.S.	N.S.	N.S.	N.S.

Note. Scores approaching .000 indicate a higher level of need satisfaction.

^aF Ratio determined by t tests

^bdf = degrees of freedom

^cN.S. means Not Significant at .05 alpha level

^dF Ratio determined by one-way analysis of variance (ANOVA)

+ Calculations of one-way ANOVA were not performed. All respondents are members of one characteristic.

* $p < .05$

$p < .05$ to determine the relationships of the demographic variables with need satisfaction mean scores. One area of statistical significance at $p < .05$ was found on one demographic variable.

Annual salary is associated with statistically significant esteem need satisfaction mean scores. Chief business affairs administrators with an annual salary of \$35,000 or more indicated a significantly higher level of esteem need satisfaction than their counterparts earning smaller annual salaries.

Need satisfaction findings (instructional affairs).

Table 9 summarizes need satisfaction mean scores for eight demographic variables for chief instructional affairs administrators. Appropriate tests for statistical significance were conducted at $p < .05$ to determine the relationships of the demographic variables with need satisfaction mean scores. One area of statistical significance at $p < .05$ was found on one demographic variable.

Years in current position is associated with statistically significant esteem need satisfaction mean scores. Chief instructional affairs administrators with one to four years of experience in their current position indicated a significantly lower level of esteem need satisfaction than their counterparts with more or less years of experience in their current position.

TABLE 9

NEED SATISFACTION MEAN SCORES BY DEMOGRAPHIC CHARACTERISTICS AND
RESULTS OF STATISTICAL TESTS OF SIGNIFICANCE FOR
CHIEF INSTRUCTIONAL AFFAIRS ADMINISTRATORS

Characteristic	n	Security	Social	Need Category Esteem	Autonomy	Self-Realization
Sex						
Female	11	.273	.864	.455	.682	1.211
Male	30	.200	.817	.400	.467	2.111
F Ratio ^a		.025	.009	.032	.579	1.147
$\alpha_{fb} = 40$		N.S.	N.S.	N.S.	N.S.	N.S.
Age						
20-29	0	---	---	---	---	---
30-39	12	.500	.542	.472	.667	1.833
40-49	18	.444	.667	.148	.250	1.337
50-59	9	-.333	1.444	.963	1.028	3.000
60 or over	2	-1.000	1.250	.000	-.125	-.500
F Ratio ^d		1.573	.940	2.201	2.806	1.213
$\alpha_f = 40$		N.S.	N.S.	N.S.	N.S.	N.S.
Race						
American Indian	0	---	---	---	---	---
Asian	0	---	---	---	---	---
Black, Non-Hispanic	0	---	---	---	---	---
Hispanic	1	.000	1.000	.667	.000	1.333
White, Non-Hispanic	40	.225	.825	.408	.538	1.858
Other	0	---	---	---	---	---
F Ratio ^d		.029	.016	.088	.436	.038
$\alpha_f = 40$		N.S.	N.S.	N.S.	N.S.	N.S.

TABLE 9--continued

Characteristic	n	Security	Social	Need Category Esteem	Autonomy	Self-Realization
Highest Degree Earned						
Bachelor's Degree	0	---	---	---	---	---
Master's Degree	1	-3.000	2.000	1.000	1.750	1.333
Specialist Degree	1	1.000	.500	.000	.000	.333
Doctoral Degree	39	.282	.808	.410	.506	1.897
Other	0	---	---	---	---	---
F Ratio ^d		3.782	.392	.346	1.436	.184
df = 40		N.S.	N.S.	N.S.	N.S.	N.S.
Years in Current Position						
Less than 1 year	15	.400	.467	.178	.467	1.156
1 to 4 years	12	.417	1.375	1.506	.958	2.972
5 to 9 years	7	.571	.857	.000	.214	2.619
10 to 14 years	5	-.800	.400	.333	.350	1.067
15 or more years	2	-1.000	1.250	.000	-.125	-.500
F Ratio ^d		1.577	.917	3.079	1.666	1.552
df = 40		N.S.	N.S.	*	N.S.	N.S.
Annual Salary						
Less than \$24,999	0	---	---	---	---	---
\$25,000 to \$29,999	0	---	---	---	---	---
\$30,000 to \$34,999	8	.250	1.250	.667	.969	2.292
\$35,000 or more	33	.212	.727	.354	.417	1.737
F Ratio ^d		.005	.952	.873	3.255	.282
df = 40		N.S.	N.S.	N.S.	N.S.	N.S.

TABLE 9--continued

Characteristic	n	Security	Social	Need Category		Self-Realization
				Esteem	Autonomy	
<u>Professional Staff</u>						
Supervised						
1 to 3 staff members	5	1.000	1.000	.533	1.000	4.000
4 to 6 staff members	11	-.091	.636	.152	.386	1.515
7 to 9 staff members	9	.444	.944	.593	.417	2.333
10 to 12 staff members	10	.200	.550	.233	.600	1.700
13 or more staff members	6	-.167	1.333	.833	.417	1.167
F Ratio ^d		.798	.379	.852	.592	1.692
df = 40		N.S.	N.S.	N.S.	N.S.	N.S.
<u>Institutional Unduplicated</u>						
Enrollment						
Less than 9,999	15	.200	1.167	.600	.683	2.911
10,000 to 19,999	13	-.077	.769	.282	.462	1.256
20,000 to 29,999	5	.500	1.000	.000	.450	.933
30,000 to 39,999	1	.000	-.500	.000	.000	.000
40,000 and above	7	.714	.286	.619	.429	1.571
F Ratio ^d		.432	.758	.695	.291	1.083
df = 40		N.S.	N.S.	N.S.	N.S.	N.S.

Note. Scores approaching .000 indicate a higher level of need satisfaction.

^a \bar{t} Ratio determined by \bar{t} tests

^bdf = degrees of freedom

^cN.S. means Not Significant at .05 alpha level

^d \bar{F} Ratio determined by one-way analysis of variance (ANOVA)

* $p < .05$

Need satisfaction findings (student affairs).

Table 10 summarizes need satisfaction mean scores for eight demographic variables for chief student affairs administrators. Appropriate tests for statistical significance were conducted at $p < .05$ to determine the relationships of the demographic variables with need satisfaction mean scores. One area of statistical significance at $p < .05$ was found on one demographic variable.

The number of professional staff supervised is associated with statistically significant autonomy need satisfaction mean scores. Chief student affairs administrators who supervise 13 or more staff members indicated a significantly lower level of autonomy need satisfaction than their counterparts who supervise fewer professional staff members.

Need importance findings (business affairs). Table 11 summarizes need importance mean scores for eight demographic variables for chief business affairs administrators. Appropriate tests for statistical significance were conducted at $p < .05$ to determine the relationships of the demographic variables with need importance mean scores. Three areas of statistical significance were found on three demographic variables.

Age is associated with statistically significant security need importance mean scores. Chief business affairs administrators between the ages of 40 to 49 place more importance on security needs than their younger or older counterparts.

TABLE 10

NEED SATISFACTION MEAN SCORES BY DEMOGRAPHIC CHARACTERISTICS AND
RESULTS OF STATISTICAL TESTS OF SIGNIFICANCE FOR
CHIEF STUDENT AFFAIRS ADMINISTRATORS

Characteristic	n	Security	Social	Esteem	Need Category Autonomy	Self-Realization
Sex						
Female	7	.571	.357	.619	.679	.905
Male	29	.621	.293	.586	.612	2.126
F Ratio ^a		.011	.014	.010	.030	2.037
df = 35		N.S.	N.S.	N.S.	N.S.	N.S.
Age						
20-29	0	---	---	---	---	---
30-39	10	.800	.950	.900	.650	2.067
40-49	12	.750	.208	.528	.875	2.444
50-59	13	.385	.269	.462	.423	1.385
60 or over	1	.000	.500	.000	.000	.000
F Ratio ^d		.446	.156	.846	.681	.842
df = 35		N.S.	N.S.	N.S.	N.S.	N.S.
Race						
American Indian	0	---	---	---	---	---
Asian	0	---	---	---	---	---
Black, Non-Hispanic	5	.400	.700	.933	.900	2.533
Hispanic	1	2.000	.000	.333	1.000	2.333
White, Non-Hispanic	30	.600	.250	.544	.567	1.767
Other	0	---	---	---	---	---
F Ratio ^d		.926	.281	.573	.375	.307
df = 35		N.S.	N.S.	N.S.	N.S.	N.S.

TABLE 10--continued

Characteristic	n	Security	Social	Esteem	Need Category Autonomy	Self-Realization
Highest Degree Earned	0	-----	-----	-----	-----	-----
Bachelor's Degree	9	.333	-.556	.407	.194	.926
Master's Degree	1	2.000	.000	.667	1.000	3.667
Specialist Degree	25	.560	.600	.587	.680	2.187
Doctoral Degree	1	3.000	1.000	2.333	2.750	1.333
Other		2.785	2.083	1.981	3.170	1.110
F Ratio d		N.S.	N.S.	N.S.	N.S.	N.S.
df = 35						
Years in Current Position	6	.500	.417	.722	.542	1.111
Less than 1 year	6	1.667	.667	.667	.750	2.333
5 to 9 years	9	.667	.833	.889	.722	2.259
10 to 14 years	10	.500	-.500	.433	.475	1.833
15 or more years	5	.200	.400	.133	.700	1.733
F Ratio d		.602	1.607	.904	.134	.337
df = 35		N.S.	N.S.	N.S.	N.S.	N.S.
Annual Salary	2	1.500	.500	1.167	1.375	.667
Less than \$24,999	6	.833	-.917	.333	.333	1.611
\$25,000 to \$29,999	11	.818	.546	.576	1.046	2.576
\$30,000 to \$34,999	17	.294	.559	.628	.368	1.686
\$35,000 or more		1.185	2.449	.572	2.161	.714
F Ratio d		1.185	2.449	.572	2.161	.714
df = 35		N.S.	N.S.	N.S.	N.S.	N.S.

TABLE 10--continued

Characteristic	n	Security	Social	Need Category Esteem	Autonomy	Self-Realization
Professional Staff						
Supervised						
1 to 3 staff members	2	.000	.250	.500	.250	1.500
4 to 6 staff members	17	.647	-.118	.471	.456	1.490
7 to 9 staff members	9	.111	.833	.630	.444	1.815
10 to 12 staff members	2	1.000	.000	.167	.250	1.667
13 or more staff members	6	1.333	.833	1.056	1.625	3.667
F Ratio ^d		1.466	1.144	.770	2.763	1.564
df = 35		N.S.	N.S.	N.S.	*	N.S.
Institutional Unduplicated						
Enrollment						
less than 9,999	18	.389	.222	.259	.417	1.185
10,000 to 19,999	10	1.400	.000	.867	.925	2.833
20,000 to 29,999	1	.000	.000	1.000	.500	2.000
30,000 to 39,999	2	1.000	1.250	1.333	2.000	4.000
40,000 and above	5	-.200	.900	.867	.250	1.667
F Ratio ^d		2.912	.689	2.005	2.202	1.717
df = 35		*	N.S.	N.S.	N.S.	N.S.

Note. Scores approaching .000 indicate a higher level of need satisfaction.

^a F Ratio determined by t tests

^b df = degrees of freedom

^c N.S. means Not Significant at .05 alpha level

^d F Ratio determined by one-way analysis of variance (ANOVA)

* $p < .05$

TABLE 11

NEED IMPORTANCE MEAN SCORES BY DEMOGRAPHIC CHARACTERISTICS AND
RESULTS OF STATISTICAL TESTS OF SIGNIFICANCE FOR
CHIEF BUSINESS AFFAIRS ADMINISTRATORS

Characteristic	n	Security	Social	Esteem	Need Category Autonomy	Self-Realization
Sex						
Female	1	4.000	6.000	4.333	6.000	5.667
Male	26	5.730	5.865	5.615	6.067	6.269
F Ratio ^a		1.531	.036	1.580	.009	.667
df = 26		N.S. ^c	N.S.	N.S.	N.S.	N.S.
Age						
20-29	0	---	---	---	---	---
30-39	7	5.857	5.500	5.714	6.286	6.571
40-49	7	6.714	6.214	5.714	6.286	6.381
50-59	12	5.083	5.858	5.528	5.791	6.000
60 or over	1	4.000	5.000	4.000	6.250	6.000
F Ratio ^d		3.223	.2095	.893	1.168	1.075
df = 26		*	N.S.	N.S.	N.S.	N.S.
Race						
American Indian	0	---	---	---	---	---
Asian	0	---	---	---	---	---
Black, Non-Hispanic	0	---	---	---	---	---
Hispanic	0	---	---	---	---	---
White, Non-Hispanic	27	5.667	5.870	5.568	6.065	6.247
Other	0	---	---	---	---	---
F Ratio ^d		+	+	+	+	+
df = 26						

TABLE 11--continued

Characteristic	n	Security	Social	Need Category Esteem	Autonomy	Self-Realization
Highest Degree Earned						
Bachelor's Degree	11	5.455	5.500	5.515	6.136	6.424
Master's Degree	4	5.750	6.375	5.417	5.813	5.917
Specialist Degree	1	7.000	7.000	6.667	7.000	7.000
Doctoral Degree	11	5.723	5.955	5.576	6.000	6.121
Other	0	-----	-----	-----	-----	-----
F Ratio ^d		.377	3.536	.403	.861	.978
<u>df = 26</u>		N.S.	*	N.S.	N.S.	N.S.
Years in Current Position						
less than 1 year	2	6.000	5.250	5.833	6.250	7.000
1 to 4 years	9	5.333	5.889	5.444	6.278	6.296
5 to 9 years	7	6.143	6.214	5.381	5.821	5.857
10 to 14 years	7	5.571	5.500	5.667	6.036	6.238
15 or more years	2	5.500	6.500	6.167	5.875	6.667
F Ratio ^d		.342	2.063	.284	.475	1.299
<u>df = 26</u>		N.S.	N.S.	N.S.	N.S.	N.S.
Annual Salary						
less than \$24,999	1	5.000	5.000	4.667	5.500	7.000
\$25,000 to \$29,999	2	5.000	6.000	5.333	6.250	6.333
\$30,000 to \$34,999	10	6.300	5.950	6.033	6.275	6.333
\$35,000 or more	14	5.157	5.857	5.333	5.929	6.119
F Ratio ^d		1.183	.574	1.299	.752	.540
<u>df = 26</u>		N.S.	N.S.	N.S.	N.S.	N.S.

TABLE 11--continued

Characteristic	n	Need Category				Self-Realization
		Security	Social	Esteem	Autonomy	
<u>Professional Staff</u>						
Supervised						
1 to 3 staff members	6	5.833	6.167	5.722	6.250	6.722
4 to 6 staff members	13	5.385	5.654	5.128	5.827	5.949
7 to 9 staff members	2	6.500	6.000	6.667	7.000	6.833
10 to 12 staff members	1	4.000	6.000	4.333	6.000	5.667
13 or more staff members	5	6.200	6.000	6.333	6.100	6.333
F Ratio ^d		.864	.634	3.063	1.564	1.987
df = 26		N.S.	N.S.	*	N.S.	N.S.
<u>Institutional Unduplicated Enrollment</u>						
Less than 9,999	16	6.000	5.906	5.563	6.141	6.333
10,000 to 19,999	6	5.500	5.833	5.722	6.125	6.444
20,000 to 29,999	0	-----	-----	-----	-----	-----
30,000 to 39,999	2	6.000	6.250	6.617	6.000	6.500
40,000 and above	3	4.000	5.500	4.889	5.833	5.222
F Ratio ^d		2.038	.483	.705	.551	2.832
df = 26		N.S.	N.S.	N.S.	N.S.	N.S.

Note. The mean need importance score was calculated by utilizing a seven-point interval scale.
(1 = lowest level, 4 = average level, 7 = highest level)

^aF Ratio determined by t tests

^bdf = degrees of freedom

^cN.S. means Not Significant at .05 alpha level

^dF Ratio determined by one-way analysis of variance (ANOVA)

+ Calculations of one-way ANOVA were not performed. All respondents members of one characteristic.

* $p < .05$

Highest academic degree earned is associated with statistically significant social need importance mean scores. Chief business affairs administrators who hold a specialist degree place more importance on social needs than their counterparts who hold other earned degrees. This finding is treated with caution since the scores from only one chief business affairs administrator with a specialist degree were available for testing purposes.

The number of professional staff supervised is associated with statistically significant esteem need importance mean scores. Chief business affairs administrators who supervise seven to nine staff members place more importance on esteem needs than their counterparts who supervise fewer professional staff members. This finding is treated with caution since the scores from only two chief business affairs administrators who supervise seven to nine staff members were available for testing purposes.

Need importance findings (instructional affairs). Table 12 summarizes need importance mean scores for eight demographic variables for chief instructional affairs administrators. Appropriate tests for statistical significance were conducted at $p < .05$ to determine the relationship of the demographic variables with need importance mean scores. Five areas of statistical significance were found on two demographic variables.

Sex is associated with statistically significant esteem, autonomy, and self-realization mean scores. Chief instructional affairs administrators who are female place more importance on esteem, autonomy, and self-realization than males.

TABLE 12

NEED IMPORTANCE MEAN SCORES BY DEMOGRAPHIC CHARACTERISTICS AND
RESULTS OF STATISTICAL TESTS OF SIGNIFICANCE FOR
CHIEF INSTRUCTIONAL AFFAIRS ADMINISTRATORS

Characteristic	n	Security	Social	Need Category		
				Esteem	Autonomy	Self-Realization
Sex						
Female	11	5.273	5.818	6.030	6.523	6.727
Male	30	5.633	5.683	5.244	5.958	6.200
F Ratio ^a		.740	.212	6.742	4.892	5.008
df = 40		N.S.	N.S.	*	*	*
Age						
20-29	0	---	---	---	---	---
30-39	12	5.417	5.875	5.417	6.042	6.333
40-49	18	5.444	5.500	5.482	6.139	6.370
50-59	9	5.556	5.889	5.444	6.194	6.370
60 or over	2	7.000	6.000	5.500	5.875	6.000
F Ratio ^d		1.103	.762	.013	.133	.163
df = 40		N.S.	N.S.	N.S.	N.S.	N.S.
Race						
American Indian	0	---	---	---	---	---
Asian	0	---	---	---	---	---
Black, Non-Hispanic	0	---	---	---	---	---
Hispanic	1	6.000	5.500	6.667	7.000	7.000
White, Non-Hispanic	40	5.525	5.725	5.425	6.088	6.325
Other	0	---	---	---	---	---
F Ratio ^d		.153	.071	1.821	1.428	.902
df = 40		N.S.	N.S.	N.S.	N.S.	N.S.

TABLE 12--continued

Characteristic	n	Security	Social	Need Category Esteem	Autonomy	Self-Realization
Highest Degree Earned						
Bachelor's Degree	0	-----	-----	-----	-----	-----
Master's Degree	1	4.000	5.000	5.000	5.500	6.000
Specialist Degree	1	6.000	5.500	5.333	6.500	6.333
Doctoral Degree	19	5.614	5.744	5.470	6.115	6.350
Other	0	-----	-----	-----	-----	-----
F Ratio ^d		.924	.423	.131	.444	.117
$\overline{df} = 40$		N.S.	N.S.	N.S.	N.S.	N.S.
Years in Current Position						
Less than 1 year	15	5.200	5.833	5.333	6.000	6.311
1 to 4 years	12	5.750	5.667	5.833	6.521	6.750
5 to 9 years	7	5.571	5.643	5.238	5.679	6.095
10 to 14 years	5	5.400	5.500	5.200	6.150	5.933
15 or more years	2	7.000	6.000	5.500	5.875	6.000
F Ratio ^d		1.204	.228	.751	1.685	1.954
$\overline{df} = 40$		N.S.	N.S.	N.S.	N.S.	N.S.
Annual Salary						
Less than \$24,999	0	-----	-----	-----	-----	-----
\$25,000 to \$29,999	0	-----	-----	-----	-----	-----
\$30,000 to \$34,999	8	6.250	6.250	6.000	6.594	6.458
\$35,000 or more	33	5.364	5.591	5.323	5.952	6.313
F Ratio ^d		3.858	4.503	3.738	4.392	.271
$\overline{df} = 40$		N.S.	*	N.S.	*	N.S.

TABLE 12--continued

Characteristic	n	Security	Social	Need Category Esteem	Autonomy	Self-Realization
Professional Staff						
Supervised						
1 to 3 staff members	5	5.400	6.000	5.333	6.200	6.600
4 to 6 staff members	11	5.364	5.909	5.455	6.205	6.606
7 to 9 staff members	9	5.667	5.722	5.370	6.194	6.259
10 to 12 staff members	10	5.500	5.300	5.300	5.850	6.133
13 or more staff members	6	5.833	5.833	5.944	6.167	6.111
F Ratio		.182	.969	.512	.366	.972
df = 40		N.S.	N.S.	N.S.	N.S.	N.S.
Institutional Unduplicated Enrollment						
Less than 9,999	15	5.800	5.967	5.489	6.183	6.200
10,000 to 19,999	13	5.231	5.577	5.410	6.173	6.436
20,000 to 29,999	5	5.600	5.600	5.200	5.600	6.267
30,000 to 39,999	1	5.000	5.000	5.333	6.250	7.000
40,000 and above	7	5.571	5.643	5.667	6.179	6.429
F Ratio		.432	.646	.190	.621	.447
df = 40		N.S.	N.S.	N.S.	N.S.	N.S.

Note. The mean need importance score was calculated by utilizing a seven-point interval scale.
(1 = lowest level, 4 = average level, 7 = highest level).

^a F Ratio determined by χ^2 tests

^b df = degrees of freedom

^c N.S. means Not Significant at .05 alpha level

^d F Ratio determined by one-way analysis of variance (ANOVA)

* $p < .05$

Annual salary is associated with statistically significant social and autonomy mean scores. Chief instructional affairs administrators with an annual salary between \$30,000 and \$34,999 place more importance on social and autonomy needs than their counterparts earning \$35,000 per year or more.

Need importance findings (student affairs). Table 13 summarizes need importance mean scores for eight demographic variables for chief student affairs administrators. Appropriate tests for statistical significance were conducted at $p < .05$ to determine the relationships of the demographic variables with need importance mean scores. No statistically significant relationships were found at $p < .05$ between demographic variables and need importance mean scores for chief student affairs administrators.

Statistical Comparisons Among Administrator Groups

The data reported in this section satisfy the requirements of the fifth objective of this study.

Research Objective 5

To determine if statistically significant differences exist among the obtained need fulfillment, satisfaction, and importance responses given by the group of chief business affairs administrators, the group of chief instructional affairs administrators, and the group of chief student affairs

TABLE 13

NEED IMPORTANCE MEAN SCORES BY DEMOGRAPHIC CHARACTERISTICS AND
RESULTS OF STATISTICAL TESTS OF SIGNIFICANCE FOR
CHIEF STUDENT AFFAIRS ADMINISTRATORS

Characteristic	n	Security	Social	Need Category Esteem	Autonomy	Self-Realization
Sex						
Female	7	6.000	5.786	5.667	6.179	6.476
Male	29	5.655	6.000	5.563	6.052	6.230
F Ratio ^a		.470	.315	.095	.228	1.007
df = 35		N.S. ^c	N.S.	N.S.	N.S.	N.S.
Age						
20-29	0	---	---	---	---	---
30-39	10	5.400	5.500	5.400	6.075	6.433
40-49	12	6.000	6.333	5.944	6.083	6.361
50-59	13	5.846	5.962	5.462	6.058	6.154
60 or over	1	4.000	6.000	4.667	6.250	5.333
F Ratio ^d		1.241	1.657	1.673	.028	1.443
df = 35		N.S.	N.S.	N.S.	N.S.	N.S.
Race						
American Indian	0	---	---	---	---	---
Asian	0	---	---	---	---	---
Black, Non-Hispanic	5	6.600	6.500	6.133	6.600	6.600
Hispanic	1	6.000	7.000	6.667	6.750	6.667
White, Non-Hispanic	30	5.667	5.833	6.456	5.967	6.211
Other	0	---	---	---	---	---
F Ratio ^d		1.724	1.981	2.838	3.159	1.196
df = 35		N.S.	N.S.	N.S.	N.S.	N.S.

TABLE 13---continued

Characteristic	n	Need Category			Self-Realization
		Security	Social	Esteem	Autonomy
Highest Degree Earned					
Bachelor's Degree	0	-----	-----	-----	-----
Master's Degree	9	5.778	5.722	5.370	6.000
Specialist Degree	1	7.000	6.500	6.667	7.000
Doctoral Degree	25	5.680	6.020	5.600	6.100
Other	1	5.000	6.000	6.000	5.250
F Ratio		.505	.349	.946	1.424
$\bar{d}f = 35$		N.S.	N.S.	N.S.	N.S.
Years in Current Position					
Less than 1 year	6	5.667	6.083	5.778	6.000
1 to 4 years	6	6.333	5.333	5.056	5.833
5 to 9 years	9	5.778	6.167	6.074	6.583
10 to 14 years	10	5.400	5.900	5.400	5.950
15 or more years	5	5.600	6.300	5.467	5.800
F Ratio		.575	1.079	2.018	2.927
$\bar{d}f = 35$		N.S.	N.S.	N.S.	N.S.
Annual Salary					
Less than \$24,999	2	5.500	6.000	6.000	5.625
\$25,000 to \$29,999	6	6.000	5.583	5.500	5.833
\$30,000 to \$34,999	11	5.909	5.456	5.394	6.068
\$35,000 or more	17	5.529	6.353	5.686	6.220
F Ratio		.353	2.510	.497	.954
$\bar{d}f = 35$		N.S.	N.S.	N.S.	N.S.

TABLE 13--continued

Characteristic	n	Security	Social	Esteem	Need Category Autonomy	Self-Realization
<u>Professional Staff</u>						
Supervised						
1 to 3 staff members	2	6.000	6.250	4.667	5.500	5.667
4 to 6 staff members	17	5.706	5.824	5.745	6.059	6.157
7 to 9 staff members	9	5.444	6.333	5.370	6.139	6.519
10 to 12 staff members	2	7.000	6.250	6.167	6.375	6.667
13 or more staff members	6	5.667	5.583	5.356	6.125	6.333
F Ratio ^d		.711	.841	1.354	.547	1.417
df = 35		N.S.	N.S.	N.S.	N.S.	N.S.
<u>Institutional Unduplicated</u>						
Enrollment						
Less than 9,999	18	5.778	5.917	5.389	5.944	6.167
10,000 to 19,999	10	6.100	5.600	5.633	6.000	6.133
20,000 to 29,999	1	4.000	7.000	6.333	6.750	7.000
30,000 to 39,999	2	6.000	6.250	6.667	6.875	7.000
40,000 and above	5	5.000	6.500	5.600	6.250	6.533
F Ratio ^d		1.330	1.296	1.555	1.537	1.886
df = 35		N.S.	N.S.	N.S.	N.S.	N.S.

Note. The mean need importance score was calculated by utilizing a seven-point interval scale.

1) = lowest level, 4 = average level, 7 = highest level

a) F Ratio determined by \bar{t} tests

b) df = degrees of freedom

c) N.S. means Not Significant at .05 alpha level

d) F Ratio determined by one-way analysis of variance (ANOVA)

* $p < .05$

administrators employed in the Community College System in Florida.

Table 14 reports findings after one-way analysis of variance (ANOVA) tests were conducted on 104 scores for need fulfillment, satisfaction, and importance among chief business, instructional, and student affairs administrators. Only mean scores in the social fulfillment need category were statistically significant at $p < .05$ between chief instructional affairs administrators and chief student affairs administrators.

Chief student affairs administrators indicated significantly higher levels of fulfillment with social needs than chief instructional affairs administrators. These findings are suspect because the Scheffé test denoted that the two groups were significantly different at $p < .05$. Since the Scheffé procedure is more rigorous than other multiple comparison methods, it discourages the creation of Type I errors. Scheffé (1959) suggested that a critical value of .10 instead of .05 could be used if relaxed criterion is acceptable.

Comparisons with Groups in Other Studies

Various research studies have been conducted by using Porter's (1962) Need Fulfillment Questionnaire for Management. Many of the research studies utilizing Porter's instrument were described in Chapter II. Results obtained in these earlier studies can be compared to data obtained in this study

TABLE 14

AREAS OF STATISTICAL SIGNIFICANCE INDICATED BY ONE-WAY ANALYSIS OF
VARIANCE TESTS FOR NEED FULFILLMENT, SATISFACTION, AND IMPORTANCE
AMONG CHIEF BUSINESS, INSTRUCTIONAL, AND STUDENT
AFFAIRS ADMINISTRATORS

Need Aspect	n	Security	Social	Need Category Esteem	Autonomy	Self-Realization
Fulfillment^a						
Business Affairs	27	5.704	5.685	5.395	5.648	5.160
Instructional Affairs	41	5.220	5.171	5.569	5.720	5.650
Student Affairs	36	5.417	5.708	5.500	5.514	5.574
F Ratio		1.063	3.993	.414	.463	1.741
$\underline{df} = 103$		N.S. ^c	N.S. ^c	N.S.	N.S.	N.S.
Satisfaction^d						
Business Affairs	27	.481	.444	.383	.630	2.531
Instructional Affairs	41	.220	.829	.415	.524	1.846
Student Affairs	36	.661	.306	.593	.625	1.889
F Ratio		1.057	1.946	.716	.179	.684
$\underline{df} = 103$		N.S.	N.S.	N.S.	N.S.	N.S.
Importance^a						
Business Affairs	27	5.667	5.870	5.568	6.065	6.247
Instructional Affairs	41	5.537	5.720	5.455	6.110	6.341
Student Affairs	36	5.722	5.958	5.583	6.076	6.278
F Ratio		.227	.841	.228	.040	.181
$\underline{df} = 103$		N.S.	N.S.	N.S.	N.S.	N.S.

^aMean need fulfillment and need importance scores are calculated by utilizing a seven-point interval scale. (1 = lowest level, 4 = average level, 7 = highest level)

^b \underline{df} = degrees of freedom

^cN.S. means Not Significant at the .05 α level.

^dScores approaching .000 indicate a higher level of need satisfaction.

^eScheffé test denotes groups significantly different at .05 level (Instructional Affairs/Student Affairs).

* $p < .05$

in order to gain a clear perspective and understanding of the need levels reported by administrators in this study.

Table 15 summarizes need satisfaction mean scores obtained for 12 groups of administrators including the three groups in this study. The table also provides a rank ordering of these mean scores from most satisfied (1) to least satisfied (12). The subjects in the prior studies include selected academic and student affairs administrators from the National Association of State Universities and Land-Grant Colleges (NASULGC) and the State University System (SUS) of Florida (Williams, 1979), chief business affairs administrators in institutions of higher education (Strickland, 1973), student affairs administrators in higher education (Dye, 1975), business and industrial vice-presidents (Porter, 1963), industrial middle-level and upper-level managers (Slocum, 1971), and military officers with administrative responsibilities (Mitchell, 1970). Statistical tests of significance were not conducted on the differences between mean scores of counterpart groups because sufficient data from the other studies were not available.

The composite ranking for Table 15 is determined by averaging the five need satisfaction mean scores for each administrator group. The averages for each administrator group's mean scores are ranked from one to twelve. Scores approaching .000 indicate a greater level of need satisfaction.

TABLE 15
SUMMARY OF NEED SATISFACTION MEAN SCORES OF ADMINISTRATOR GROUPS
WITH RESULTS OF RANK ORDERING OF SCORES

Administrator Group	n	Security-- Rank	Social-- Rank	Esteem-- Rank	Need Category Autonomy-- Rank	Self-Realization-- Rank	Composite Rank
Chief Business Affairs Administrators	27	.48-- 8	.44-- 7	.38-- 3	.63-- 8	2.53--12	.89--11
Chief Instructional Affairs Administrators	41	.22-- 3	.83--11	.42-- 5	.52-- 4.5	1.85--10	.77-- 7
Chief Student Affairs Administrators	36	.61-- 9	.31-- 2	.59-- 9	.63-- 7	1.89--11	.81-- 9
National Academic Affairs (Williams, 1979)	190	.28-- 5	.47-- 8	.41-- 4	.52-- 4.5	1.00-- 7	.54-- 5
National Student Affairs (Williams, 1979)	142	.37-- 6	.35-- 5	.48-- 7	.51-- 3	.83-- 3	.51-- 3
SUS Academic Affairs (Williams, 1979)	60	.87--10	.60-- 9	.56-- 8	.80-- 9	1.14-- 8	.79-- 8
SUS Student Affairs (Williams, 1979)	49	.96--11	.38-- 6	.93--12	.82--10	1.17-- 9	.85--10
Chief Business Administrators (Strickland, 1973)	66	.06-- 1	.32-- 3.5	.24-- 1	.50-- 2	.88-- 4	.40-- 1
Student Affairs (Oye, 1975)	218	.12-- 2	.32-- 3.5	.34-- 2	.46-- 1	.81-- 2	.41-- 2
Business/Industrial Vice-Presidents (Porter, 1963)	611	.45-- 7	.29-- 1	.45-- 6	.55-- 6	.90-- 5	.53-- 4
Industrial Middle/Top Managers (Slocum, 1971)	210	1.19--12	1.13--12	.76--10	1.01--11	.67-- 1	.95--12
Top Military Officers (Mitchell, 1970)	675	.25-- 4	.63--10	.83--11	1.06--12	.92-- 6	.74-- 6

Note. Scores approaching .000 indicate a higher level of need satisfaction.

^aThe composite ranking is based on cumulative need satisfaction scores. Although of doubtful statistical validity, the composite ranking provides an interesting observation on comparative need satisfaction among administrator groups.

According to the composite ranking in Table 15, chief business affairs administrators in this study rank eleventh most satisfied, chief instructional affairs administrators rank seventh most satisfied, and chief student affairs administrators rank ninth most satisfied. Although the composite ranking has questionable statistical validity, the ranking does offer an interesting observation of comparative need satisfaction among the 12 groups of administrators.

Table 15 reveals administrators in this study reported higher satisfaction scores in several need categories than other administrators both within and outside of higher education. In fact, chief instructional, student, and business affairs administrators had the three highest self-realization mean scores of all 12 groups.

Data for this study reveal that chief instructional affairs administrators in Florida's Community College System reported lower need satisfaction scores than SUS academic affairs administrators in Williams' (1979) study. Chief student affairs administrators in this study indicated lower need satisfaction scores than their SUS counterparts indicated in Williams' (1979) study. However, the chief student affairs administrators in this study had higher need satisfaction scores than student affairs respondents revealed in Dye's (1975) research. When compared to the national academic affairs and student affairs respondents in Williams' (1979) study, Florida's Community College System and State University

System academic and student affairs administrators reported higher need satisfaction scores. Chief business affairs administrators in Florida's Community College System indicated need satisfaction scores that were considerably higher than the scores provided by similar administrators in Strickland's (1973) study.

Chapter Summary

The research findings for this study have been presented in this chapter. The relationship of 13 demographic variables and need fulfillment, need satisfaction, and need importance scores for three groups of chief administrators in Florida's Community College System was revealed. Results of t-tests and one-way analysis of variance (ANOVA) tests were reported. For comparative purposes, the need satisfaction mean scores obtained from respondents in this study were compared to similar need satisfaction mean scores in six previous studies.

A recapitulation of this study, conclusions, and recommendations for further study are presented in Chapter V.

CHAPTER V A RECAPITULATION OF THIS STUDY

Chapter V is comprised of the following sections:

(a) a recapitulation; (b) conclusions; (c) implications; and (d) recommendations for further study.

A Recapitulation

A recapitulation of this study is contained in this section.

Statement of the Problem

The problem addressed in this study was the determination of the perceived level of need fulfillment, need satisfaction, and need importance that chief business, instructional, and student affairs administrators employed in the Community College System in Florida received from their professional positions. Statistically, significant differences among the demographic responses of the administrators regarding need fulfillment, need satisfaction, and need importance were also determined.

Significance of the Problem

The amount of research involving organizational behavior and human performance is constantly growing due to the

increased interest in social-psychological variables which affect an organization's personnel (Geering, 1980). In recent years, researchers have focused their attention on the relationship of human need fulfillment and satisfaction to job satisfaction (Williams, 1979).

Steers and Porter (1975) stated that employees come to their work environment accompanied with unique patterns of needs and goals. Within an organizational context, employees may actively seek opportunities to satisfy their own personal needs and goals (Williams, 1979). Kanter (1978) indicated that a growing proportion of the American labor force works for personal self-fulfillment in addition to economic necessity. According to Yankelovich (1978), American workers are seeking "quality-of-life" motivations and do not wish to subordinate themselves to the work role.

Faculty, administrators, and staff at colleges and universities throughout the United States are also concerned with quality-of-life on the job. Kanter (1978) stated that the role of higher education as an employer is as important as its role of educator. Unless colleges and universities as employers put their own houses in order, their ability to operate effectively as educators may be seriously impaired (Kanter, 1978, pp. 15-16). Thus, quality-of-life issues should be studied and improvements implemented in order to respond to those who derive their livelihood from the academy.

This study focused on three important groups of employees in the Community College System in Florida. Chief business, instructional, and student affairs administrators were surveyed in order to determine the degree to which their psychological needs were being fulfilled and satisfied in their work environment. Data provided by the respondents also reflected the importance these administrators attached to various types of needs.

Once analyzed, data collected for this study could provide relevant and timely information to system-wide and institutional leaders in the Community College System in Florida. The results of this research study could assist Florida's community/junior college leaders in determining which policies, working conditions, job responsibilities, and staff development activities should be initiated and modified in order to address employee job and need satisfaction.

Conceptual Framework

Maslow's "A Theory of Human Motivation" (1943, 1954, 1968, 1970) served as the theoretical base for this study. Maslow (1943) classified five types of human needs: (a) physiological needs; (b) safety needs; (c) belongingness and love needs; (d) esteem needs; and (e) self-actualization needs. Maslow's (1943) classification identified these needs in order of importance to the individual.

Maslow (1968) stated that if an individual achieved some degree of satisfaction of lower-order or higher-order

needs, an attempt will be made to satisfy the highest-order need. Maslow's (1970) "hierarchy of needs" is not fixed and reversals of the order have been observed. One single act of an individual could satisfy all five basic needs. Most normal members of society have all their basic needs partially satisfied at the same time. Needs must not be construed to be exclusive determinants of behavior.

Research Objectives

The following five research objectives provided direction to this study.

1. To determine the level of perceived need fulfillment for each of five psychological need categories that chief business, instructional, and student affairs administrators employed in the Community College System in Florida receive from their professional positions.
2. To determine the level of perceived need satisfaction for each of five psychological need categories that chief business, instructional, and student affairs administrators employed in the Community College System in Florida receive from their professional positions.
3. To determine the level of perceived need importance for each of five psychological

need categories that chief business, instructional, and student affairs administrators employed in the Community College System in Florida receive from their professional positions.

4. To determine if statistically significant levels exist between individual or institutional demographic characteristics and levels of obtained need fulfillment, satisfaction, and importance for chief business, instructional, and student affairs administrators employed in the Community College System in Florida.
5. To determine if statistically significant differences exist between the obtained need fulfillment, satisfaction, and importance responses given by the group of chief business affairs administrators, the group of chief instructional affairs administrators, and the group of chief student affairs administrators employed in the Community College System in Florida.

Methodology

Three populations consisting of 28 chief business affairs administrators, 44 chief instructional affairs administrators, and 39 chief student affairs administrators employed in the Community College System in Florida were identified.

A two-part survey instrument was developed for distribution to the 111 chief administrators included in this study. Part I of the survey instrument asked the chief administrators to respond on a seven-point interval scale to 13 three-part items concerning their perceived levels of need fulfillment, need satisfaction, and need importance in their professional positions. The 13 need items were adapted from a need satisfaction questionnaire developed by Porter (1961). Part II sought demographic information to nine questions from the chief administrators.

This study received a formal endorsement from the Institute of Higher Education at the University of Florida. The Director of the Institute of Higher Education wrote a letter of endorsement and provided encouragement for the completion of this study.

The survey instrument was initially distributed to the chief administrators at the semi-annual meetings of the Council of Business Affairs, Council on Instructional Affairs, and Council of Student Affairs on December 3, 1981 in St. Petersburg, Florida.

The first follow-up procedure began the day after the meetings of the Council of Business Affairs, Council on Instructional Affairs, and Council of Student Affairs. Administrators who did not respond to the initial distribution of the survey instrument were sent a follow-up request consisting of a new cover letter and an identical, pre-addressed, stamped survey booklet.

The second follow-up procedure was initiated the day after the deadline of the first follow-up procedure. This investigator telephoned each administrator who had not previously completed a survey instrument. This investigator read each item on the survey instrument to the respondent and recorded the response provided.

Upon conclusion of the second follow-up procedure, a breakdown of the rate of return indicated that 27 of 28 (96.4%) chief business affairs administrators, 41 of 44 (93.1%) chief instructional affairs administrators, and 36 of 39 (92.3%) chief student affairs administrators returned usable survey instruments. The data obtained from the responses of these chief administrators were analyzed using the Statistical Package for the Social Sciences (SPSS), an integrated system of computer programs designed for analysis of social science data (Nie, Null, Jenkins, Steinbrenner, & Bent, 1975). In analyzing the data collected for this study, three SPSS procedures were used. A frequencies procedure, a t-test procedure, and a one-way analysis of variance (ANOVA) procedure (F-test) were appropriately utilized. Scheffé's test was used as an a posteriori contrast after each one-way (ANOVA) was computed.

Results for Chief Business Affairs Administrators

The data revealed that chief business affairs administrators are most fulfilled with security needs and least fulfilled with self-realization needs. A need item analysis indicated that these respondents are most fulfilled with the

feeling of security in their management positions and least fulfilled with the opportunity for personal growth and development in their management positions. When considering demographic data and need fulfillment, chief business affairs administrators with 10 to 14 years of experience in their current positions reported greater security need fulfillment.

The data revealed that chief business affairs administrators are most satisfied with esteem needs and least satisfied with self-realization needs. A need item analysis indicated that these respondents are most satisfied with the prestige of their management positions inside their community/junior colleges and least satisfied with the opportunity for personal growth and development in their management positions. When considering demographic data and need satisfaction, chief business affairs administrators who earn over \$35,000 per year reported greater esteem need satisfaction.

The data revealed that chief business affairs administrators attached the most importance to self-realization needs and least importance to esteem needs. A need item analysis indicated that these respondents considered the feeling of worthwhile accomplishment in their management positions as the most important item and the prestige of their management positions outside their community/junior colleges as the least important item. When considering demographic data and need importance, chief business affairs administrators between the ages of 40 and 49 reported greater security need importance.

The chief business affairs respondents who supervised 13 or more staff members indicated greater esteem need importance. Chief business affairs administrators who hold earned specialist degrees experienced greater social need importance.

Results for Chief Instructional
Affairs Administrators

The data revealed that chief instructional affairs administrators are most fulfilled with autonomy needs and least fulfilled with social needs. A need item analysis indicated that these respondents are most fulfilled with the opportunity, in their management positions, for participation in the setting of goals and least fulfilled with the opportunity to develop close friendships in their management positions. When considering demographic data and need fulfillment, no statistically significant relationships were found for chief instructional affairs administrators.

The data revealed that chief instructional affairs administrators are most satisfied with security needs and least satisfied with self-realization needs. A need item analysis indicated that these respondents are most satisfied with the feeling of security in their management positions and least satisfied with the feeling of self-fulfillment a person gets from being in their management positions. When considering demographic data and need satisfaction, chief instructional affairs administrators with one to four years of experience in their current positions reported the least amount of esteem need satisfaction.

The data revealed that chief instructional affairs administrators attached the most importance to self-realization needs and least importance to esteem needs. A need item analysis indicated that these respondents considered the feeling of worthwhile accomplishment in their management positions as the most important item and the prestige of their management positions outside their community/junior colleges as the least important item. When considering demographic data and need importance, female chief instructional affairs administrators reported greater esteem, autonomy, and self-realization need importance. Chief instructional affairs administrators who earn between \$30,000 and \$34,999 per year indicated greater social and autonomy need importance.

Results for Chief Student Affairs Administrators

The data revealed that chief student affairs administrators are most fulfilled with social needs and least fulfilled with security needs. A need item analysis indicated that these respondents are most fulfilled with the opportunity, in the management positions, to give help to other people and least fulfilled with the feeling of security in their management positions. When considering demographic data and need fulfillment, chief student affairs administrators between the ages of 40 and 49 reported greater social need fulfillment.

The data revealed that chief student affairs administrators are most satisfied with social needs and least

satisfied with self-realization needs. A need item analysis indicated that these respondents are most satisfied with the opportunity, in their management position, to give help to other people and least satisfied with the opportunities for personal growth and development in their management positions. When considering demographic data and need satisfaction, chief student affairs administrators who supervised 13 or more staff members reported less autonomy need satisfaction.

The data revealed that chief student affairs administrators attached the most importance to self-realization needs and least importance to esteem needs. A need item analysis indicated that these respondents considered the feeling of worthwhile accomplishments in their management positions as the most important item and the prestige of their management positions outside their community/junior colleges as the least important item. When considering demographic data and need importance, no statistically significant relationships were found for chief student affairs administrators.

Results for Comparisons Among Administrator Groups

The only statistically significant mean scores among the three administrator groups in this study were in the social need fulfillment category between chief instructional affairs administrators and chief student affairs administrators. Chief

student affairs administrators indicated significantly higher levels of fulfillment with social needs than chief instructional affairs administrators. These findings are suspect because the Scheffé test denoted that the two groups were significantly different at $p < .05$.

Results for Comparisons With Groups In Other Studies

Data for each of the three administrator groups in this study, when compared with findings of similar studies conducted with other groups of administrators, generally reveal higher need satisfaction mean scores. When 12 groups of administrators, within and outside higher education, are compared using composite need satisfaction scores, chief instructional affairs administrators ranked seventh most satisfied, chief student affairs administrators ranked ninth most satisfied, and chief business affairs administrators ranked eleventh most satisfied.

Conclusions

The vast majority of chief business, instructional, and student affairs administrators surveyed in this study appear to be experiencing above-average levels of need fulfillment and satisfaction. Therefore, major modifications to improve the need fulfillment and satisfaction levels of these administrators are not prescribed. However, the data collected for this study reveal areas of need satisfaction

deficiency, particularly with self-realization needs. Therefore, it seems apparent that alternatives should be considered in order to address these concerns.

In order to resolve need satisfaction deficiencies for chief business, instructional, and student affairs administrators in Florida's Community College System, viable staff development programs are worthy of consideration. Staff development, as a means for addressing need deficiencies or improving professional competencies, is certainly not a new or imaginative approach. The Florida State Board of Education has outlined rules on how Florida's community/junior colleges may spend staff development funds and provided guidelines for staff development activities. For years, Florida's community/junior college leaders have encouraged faculty and administrators to avail themselves of workshops, travel, sabbaticals, seminars, conferences, and professional associations in order to address personal and professional needs.

Staff development programs have often been considered a peripheral concern of many community/junior college educators. In many cases, traditional approaches in staff development fail to meet the changing demands placed upon chief administrators. The following elements could be incorporated in a viable staff development program in order to address the needs of the chief business, instructional, and student affairs administrators in Florida's Community College System:

1. Staff development is often associated with a connotation of correcting need deficiencies. This interpretation is too simplistic. A viable staff development program can also be viewed as positive and growth oriented.
2. Staff development is often considered as a supplementary activity divorced from the academic nature of community/junior colleges. Staff development might be better received if it was related to the mission, operation, and institutional planning of Florida's community/junior colleges.
3. Staff development is often successful when it is continuous and planned. Staff development programs usually fail when they are episodic and consist of unrelated components.
4. Staff development programs are often accepted if they are designed by using the input of the people who will experience the activities. Institutional, unit, and individual goals that are clearly articulated and an evaluation process of student development activities are encouraged.
5. Staff development can include administrators, faculty, and support staff. The benefits of a viable staff development program can be contagious. Staff development programs are usually successful

when they receive institutional and individual commitments.

Implications

The conclusions of this study imply that the following items could be incorporated in staff development programs by system-wide and institutional leaders in Florida's Community College System:

1. Open and on-going dialogue among faculty, administrators, and staff could foster better working conditions and increase productivity. An advisory committee comprised of employees from each of the previously identified constituent groups could conduct a staff development needs analysis, review and evaluate collected data, and recommend an annual staff development program to their institution's chief executive officer.
2. A periodic review of system-wide and institutional organizational flow charts could enhance effectiveness by encouraging streamlined operations. The development and implementation of specific programs to clarify roles and employment expectations could reduce duplication of efforts and the proliferation of unneeded positions.
3. Salary schedules could be routinely examined in order to determine if personnel are receiving

comparable compensation to the state-wide standard rate of pay. The combined efforts of staff development, institutional research, and personnel office staff could help in identifying salary inadequacies.

4. Job descriptions could be periodically reviewed to verify that they reflect the requirements and duties necessary for the successful attainment of employment expectations. The personnel office and staff development advisory committee could assist in developing a format for competency-based performance objectives and evaluations. Staff development efforts could outline the evaluation process while individual supervisors handle the actual negotiations for the competency-based performance objectives and evaluations. The performances of personnel are based on the fulfillment of the competency-based objectives that were mutually set by supervisors and their subordinates. Professional growth objectives could be used in planning future staff development programs.
5. Management teams could be utilized to obtain input and insights from various segments of the institution. Management seminars, symposiums, and forums could be planned by the staff development committee

in order to encourage team-building and improve leadership and communications skills.

Recommendations for Further Study

The results of this study suggest a possible need for research in related areas. The following recommendations for further study were made:

1. This study was limited to chief business, instructional, and student affairs administrators in Florida's Community College System. Future studies might use similar administrator groups in Florida's public and private four-year universities and colleges.
2. This study was limited to three types of chief administrators. Additional types of administrators such as presidents, chairpersons, and divisional directors should be surveyed.
3. This study did not address need satisfaction for faculty and support staff. Future studies should direct more attention to these groups of workers.
4. This study did not focus on employees who recently terminated their employment with an institution. Newly hired and recently terminated employees might lend unique insights to need and job satisfaction.

5. This study did not consider need fulfillment, satisfaction, and importance levels for chief administrators in private industry. Future studies might simultaneously survey and compare need satisfaction for administrators/managers in higher education and private industry.
6. This study utilized Porter's Need Satisfaction Questionnaire. Future studies might incorporate the same administrator groups surveyed in this study but use a different survey instrument and compare findings.
7. This study was not longitudinal in nature. A need satisfaction study conducted periodically with the same group of respondents over a long period of time might reveal unique patterns or levels of need satisfaction.

APPENDICES

APPENDIX A

FLORIDA COMMUNITY/JUNIOR COLLEGES INCLUDED
IN THIS STUDY

APPENDIX A
FLORIDA COMMUNITY/JUNIOR COLLEGES INCLUDED
IN THIS STUDY

Brevard Community College
Broward Community College
Central Florida Community College
Chipola Junior College
Daytona Beach Community College
Edison Community College
Florida Junior College at Jacksonville
Florida Keys Community College
Gulf Coast Community College
Hillsborough Community College
Indian River Community College
Lake City Community College
Lake-Sumter Community College
Manatee Junior College
Miami-Dade Community College
North Florida Junior College
Okaloosa-Walton Junior College
Palm Beach Junior College
Pasco-Hernando Community College
Pensacola Junior College
Polk Community College
St. Johns River Community College
St. Petersburg Junior College
Santa Fe Community College
Seminole Community College
South Florida Junior College
Tallahassee Community College
Valencia Community College

APPENDIX B

SURVEY INSTRUMENT

NEED FULFILLMENT, SATISFACTION, AND IMPORTANCE
FOR CHIEF BUSINESS, INSTRUCTIONAL, AND
STUDENT AFFAIRS ADMINISTRATORS IN THE
COMMUNITY COLLEGE SYSTEM IN FLORIDA

Conducted By

BURTON H. HARRES, JR.
Institute of Higher Education
University of Florida
Gainesville, Florida 32611

Directed By

C. ARTHUR SANDEEN, PH.D.
Vice President for Student Affairs and
Professor, Educational Administration and Supervision
University of Florida
Gainesville, Florida 32611

5. The opportunity for independent thought and action in my management position:

	(min)					(max)	
a) How much is there now?	1	2	3	4	5	6	7
b) How much should there be?	1	2	3	4	5	6	7
c) How important is this to me?	1	2	3	4	5	6	7

6. The feeling of security in my management position:

	(min)					(max)	
a) How much is there now?	1	2	3	4	5	6	7
b) How much should there be?	1	2	3	4	5	6	7
c) How important is this to me?	1	2	3	4	5	6	7

7. The feeling of self-fulfillment a person gets from being in my management position (that is, the feeling of being able to use one's own unique capabilities, realizing one's potentialities):

	(min)					(max)	
a) How much is there now?	1	2	3	4	5	6	7
b) How much should there be?	1	2	3	4	5	6	7
c) How important is this to me?	1	2	3	4	5	6	7

8. The prestige of my management position outside the community/junior college (that is, the regard received from others not in the community/junior college):

	(min)					(max)	
a) How much is there now?	1	2	3	4	5	6	7
b) How much should there be?	1	2	3	4	5	6	7
c) How important is this to me?	1	2	3	4	5	6	7

9. The feeling of worthwhile accomplishment in my management position:

	(min)					(max)	
a) How much is there now?	1	2	3	4	5	6	7
b) How much should there be?	1	2	3	4	5	6	7
c) How important is this to me?	1	2	3	4	5	6	7

10. The opportunity, in my management position, to give help to other people:
- | | (min) | | | | | | (max) |
|---------------------------------|-------|---|---|---|---|---|-------|
| a) How much is there now? | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| b) How much should there be? | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| c) How important is this to me? | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
11. The opportunity, in my management position, for participating in the setting of goals?
- | | (min) | | | | | | (max) |
|---------------------------------|-------|---|---|---|---|---|-------|
| a) How much is there now? | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| b) How much should there be? | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| c) How important is this to me? | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
12. The opportunity, in my management position, for participation in the determination of methods and procedures:
- | | (min) | | | | | | (max) |
|---------------------------------|-------|---|---|---|---|---|-------|
| a) How much is there now? | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| b) How much should there be? | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| c) How important is this to me? | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
13. The opportunity to develop close friendships in my management position:
- | | (min) | | | | | | (max) |
|---------------------------------|-------|---|---|---|---|---|-------|
| a) How much is there now? | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| b) How much should there be? | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| c) How important is this to me? | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

Continue to PART II. DEMOGRAPHIC INFORMATION

PART II. DEMOGRAPHIC INFORMATION

CODE NUMBER _____

Please answer each of the following questions by marking an (X) in the blank preceding the appropriate response. Your answers will be held in strict confidence. The CODE NUMBER on this page will be used solely to identify the receipt of your survey for follow-up purposes.

1. What is your sex?

_____ a) Female
_____ b) Male

2. What is your age?

_____ a) 20-29
_____ b) 30-39
_____ c) 40-49
_____ c) 50-59
_____ d) 60 or over

3. What is your race?

_____ a) American Indian
_____ b) Asian
_____ c) Black, Non-Hispanic
_____ d) Hispanic
_____ e) White, Non-Hispanic
_____ f) Other: _____

4. What is the highest academic degree you have earned?

_____ a) Bachelor's Degree
_____ b) Master's Degree
_____ c) Specialist Degree
_____ d) Doctoral Degree
_____ e) Other: _____

5. Which of the following categories best describes your administrative responsibility?

_____ a) Business Affairs Administrator
_____ b) Instructional Affairs Administrator
_____ c) Student Affairs Administrator

6. How long have you been in your current position?

_____ a) Less than 1 year
_____ b) 1 to 4 years
_____ c) 5 to 9 years
_____ d) 10 to 14 years
_____ e) 15 or more years

7. What is your annual salary before taxes?

_____ a) Less than \$24,999
_____ b) \$25,000 to \$29,999
_____ c) \$30,000 to \$34,999
_____ d) \$35,000 or more

8. How many professional, non-clerical, staff members report directly to you? You are their immediate supervisor.
- | | |
|---------------------------------------|---|
| <u> </u> a) 1 to 3 staff members | <u> </u> d) 10 to 12 staff members |
| <u> </u> b) 4 to 6 staff members | <u> </u> e) 13 or more staff members |
| <u> </u> c) 7 to 9 staff members | |
9. What is the Fall, 1981 unduplicated enrollment (headcount) at the community/junior college where you work?
- | | |
|-----------------------------------|-----------------------------------|
| <u> </u> a) Less than 9,999 | <u> </u> d) 30,000 to 39,999 |
| <u> </u> b) 10,000 to 19,999 | <u> </u> e) 40,000 and above |
| <u> </u> c) 20,000 to 29,999 | |

THANK YOU for completing this instrument.

APPENDIX C

LETTER AUTHORIZING USE OF PORTER'S
NEED FULFILLMENT QUESTIONNAIRE FOR MANAGEMENT

UNIVERSITY OF CALIFORNIA, IRVINE

BERKELEY • DAVIS • IRVINE • LOS ANGELES • RIVERSIDE • SAN DIEGO • SAN FRANCISCO



SANTA BARBARA • SANTA CRUZ

OFFICE OF THE DEAN
GRADUATE SCHOOL OF MANAGEMENT

IRVINE, CALIFORNIA 92717

May 29, 1981

Mr. Burt Harres
13134 N. 22nd Street, Apt. 103
Tampa, Florida 33612

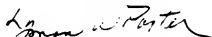
Dear Mr. Harres:

This is in response to your inquiry regarding my Need Satisfaction Questionnaire.

Reliability data on the instrument have been reported in a Ph.D. dissertation in the School of Public Administration at the University of Southern California by Thomas Carlson (approximately 1969). Also, an article by Dore and Meacham in the Spring, 1973 issue of Personnel Psychology provides reliability data. As you will see from these sources, a reliability of approximately .80 seems indicated. The question of validity for an instrument of this type presents an interesting conceptual problem because of the issue of "what is the criterion?" against which to measure validity. My own view is that for an instrument of this type, its pattern of relationships with other relevant variables provides a kind of indirect measure. (Apropos of this, you may find that the article by Waters and Roach in the Summer, 1973, issue of Personnel Psychology is relevant.) Thus, any of the studies that have used the questionnaire and have formed meaningful relationships with independent variables provide data relevant to validity.

In conclusion, let me say that the instrument was developed for limited purposes (at the time of the original research with it some fifteen years ago) and may or may not be appropriate to your needs (vis-a-vis other possible instruments). The questionnaire itself is printed in Managerial Attitudes and Performance, 1968, by myself and Edward E. Lawler. In any event, you have my permission to use it, and my good wishes for the best of luck in your research project.

Sincerely yours,


Lyman W. Porter

LWP:em

APPENDIX D

LETTER OF ENDORSEMENT

UF COLLEGE OF EDUCATION

University of Florida
Gainesville, Fla. 32611

November 24, 1981

Dear Colleague:

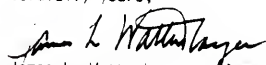
This study is a part of the Institute of Higher Education's research program at the University of Florida.

The survey instrument you are being asked to complete by Mr. Burt Harres will be administered to each chief business, instructional, and student affairs officer in Florida's Community College System. Mr. Harres, a doctoral candidate at the University of Florida, is attempting to determine and compare levels of need fulfillment and need satisfaction which community college administrators experience in their professional positions.

I am familiar with Mr. Harres' research objectives and design, and strongly encourage you to support his research project by taking a few minutes to complete this survey. You will find the instrument easy to read, understand, and complete. Due to the small population involved in this study, your response is essential in order to assure its validity.

It is a pleasure for the IHE to endorse Mr. Harres' study. Since your confidential response to this survey is required for the success of this project, I hope you will lend your support. We will be pleased to share the results with you.

Cordially yours,


James L. Wattenbarger, Director
Institute of Higher Education

APPENDIX E

INITIAL COVER LETTER

UF COLLEGE OF EDUCATION

University of Florida
Gainesville, Fla. 32611

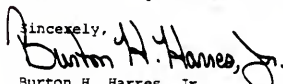
December 3, 1981

Dear Colleague:

You have been chosen to participate in a study of need fulfillment, satisfaction, and importance for chief business, instructional, and student affairs administrators in the Community College System in Florida. This project is a doctoral research study under the direction of Dr. C. Arthur Sandeen, Vice-President for Student Affairs and Professor of Educational Administration and Supervision, at the University of Florida. This study has received an endorsement from Dr. James L. Wattenbarger, Director of the Institute of Higher Education, at the University of Florida.

Your response to the accompanying questionnaire is imperative in order to guarantee the success of my research project. Since only a limited number of administrators are being asked to participate in this study, your response will significantly affect its outcome. Due to the brevity of my questionnaire, you should be able to complete it in ten minutes. Your reply will be held in strict confidence. The findings will not identify any specific individuals or institutions. The instrument is number-coded solely for the use in follow-up so that the highest number of responses can be received.

Thank you for your time and assistance in this study.

Sincerely,

Burton H. Harres, Jr.
Institute of Higher Education

APPENDIX F

FOLLOW-UP COVER LETTER

December 4, 1981

Dear Colleague:

You have been chosen to participate in a study of need fulfillment, satisfaction, and importance for chief business, instructional, and student affairs administrators in the Community College System in Florida. This doctoral research study is under the direction of Dr. C. Arthur Sandeen, Vice-President for Student Affairs and Professor of Educational Administration and Supervision, at the University of Florida. This study has received an endorsement from Dr. James L. Mattenbarger, Director of the Institute of Higher Education, at the University of Florida.

Copies of the attached questionnaire were initially administered to members of the Council of Business Affairs, Council on Instructional Affairs, and Council of Student Affairs at their December 3, 1981 meetings in St. Petersburg, Florida. Since you are a member of one of the previously mentioned councils, your input is imperative in order to assure the success of this project. Your reply will be held in strict confidence. This study's findings will not identify specific individuals or institutions. The questionnaire is numbered solely for follow-up purposes.

Due to the brevity of the accompanying questionnaire, you should be able to complete it in less than 10 minutes. The booklet can then be stapled closed and dropped in the mail. It has already been pre-addressed and stamped for your convenience.

Thank you for taking your time to complete this questionnaire. I am looking forward to receiving it by December 14, 1981.

Won't you please complete the questionnaire now while you are thinking about it?

Sincerely,

Burton H. Harres, Jr.
Burton H. Harres, Jr.
Institute of Higher Education

APPENDIX G

TABLES LISTING NEED FULFILLMENT, SATISFACTION,
AND IMPORTANCE MEAN SCORES BY NEED ITEM

TABLE 16
MEAN SCORES FOR FULFILLMENT BY NEED ITEM FOR CHIEF BUSINESS AFFAIRS ADMINISTRATORS

Need Item	Security	Social	Need Category		Self-Realization
			Esteem	Autonomy	
I - A	5.704	-----	-----	-----	-----
II - A	-----	6.370	-----	-----	-----
II - B	-----	5.000	-----	-----	-----
III - A	-----	-----	5.222	-----	-----
III - B	-----	-----	5.667	-----	-----
III - C	-----	-----	5.296	-----	-----
IV - A	-----	-----	-----	5.519	-----
IV - B	-----	-----	-----	5.556	-----
IV - C	-----	-----	-----	5.556	-----
IV - D	-----	-----	-----	5.963	-----
V - A	-----	-----	-----	-----	4.556
V - B	-----	-----	-----	-----	5.259
V - C	-----	-----	-----	-----	5.667

Note. Need fulfillment mean scores are calculated by utilizing a seven-point interval scale. (1 = lowest level, 4 = average level, 7 = highest level)
n = 27

TABLE 17
MEAN SCORES FOR FULFILLMENT BY NEED ITEM FOR CHIEF INSTRUCTIONAL AFFAIRS ADMINISTRATORS

Need Item	Security	Social	Need Category		
			Esteem	Autonomy	Self-Realization
I - A	5.220	-----	-----	-----	-----
II - A	-----	5.878	-----	-----	-----
II - B	-----	4.463	-----	-----	-----
III - A	-----	-----	5.561	-----	-----
III - B	-----	-----	5.634	-----	-----
III - C	-----	-----	5.512	-----	-----
IV - A	-----	-----	-----	5.780	-----
IV - B	-----	-----	-----	5.610	-----
IV - C	-----	-----	-----	5.854	-----
IV - D	-----	-----	-----	5.634	-----
V - A	-----	-----	-----	-----	5.732
V - B	-----	-----	-----	-----	5.610
V - C	-----	-----	-----	-----	5.610

Note. Need fulfillment mean scores are calculated by utilizing a seven-point interval scale. (1 = lowest level, 4 = average level, 7 = highest level)
n = 41

TABLE 18
MEAN SCORES FOR FULFILLMENT BY NEED ITEM FOR CHIEF STUDENT AFFAIRS ADMINISTRATORS

Need Item	Security	Social	Need Category		Self-Realization
			Esteem	Autonomy	
I - A	5.417	-----	-----	-----	-----
II - A	-----	6.250	-----	-----	-----
II - B	-----	5.314	-----	-----	-----
III - A	-----	-----	5.472	-----	-----
III - B	-----	-----	5.417	-----	-----
III - C	-----	-----	5.611	-----	-----
IV - A	-----	-----	-----	5.278	-----
IV - B	-----	-----	-----	5.250	-----
IV - C	-----	-----	-----	5.667	-----
IV - D	-----	-----	-----	5.861	-----
V - A	-----	-----	-----	-----	5.611
V - B	-----	-----	-----	-----	5.528
V - C	-----	-----	-----	-----	5.583

Note. Need fulfillment mean scores are calculated by utilizing a seven-point interval scale. (1 = lowest level, 4 = average level, 7 = highest level)
n = 36

TABLE 19
MEAN SCORES FOR SATISFACTION BY NEED ITEM FOR CHIEF BUSINESS AFFAIRS ADMINISTRATORS

Need Item	Security	Social	Need Category		Autonomy	Self-Realization
			Esteem	Self-Realization		
I - A	.481	----	----	----	----	----
II - A	----	.367	----	----	----	----
II - B	----	.521	----	----	----	----
III - A	----	----	.852	----	----	----
III - B	----	----	.111	----	----	----
III - C	----	----	.185	----	----	----
IV - A	----	----	----	.740	----	----
IV - B	----	----	----	.666	----	----
IV - C	----	----	----	.740	----	----
IV - D	----	----	----	.370	----	----
V - A	----	----	----	----	2.963	2.963
V - B	----	----	----	----	2.640	2.640
V - C	----	----	----	----	1.988	1.988

Note. Scores approaching .000 indicate a higher level of need satisfaction.
n = 27

TABLE 20
MEAN SCORES FOR SATISFACTION BY NEED ITEM FOR CHIEF INSTRUCTIONAL AFFAIRS ADMINISTRATORS

Need Item	Security	Social	Need Category		Self-Realization
			Esteem	Autonomy	
I - A	.219	-----	-----	-----	-----
II - A	-----	.782	-----	-----	-----
II - B	-----	.876	-----	-----	-----
III - A	-----	-----	.585	-----	-----
III - B	-----	-----	.244	-----	-----
III - C	-----	-----	.415	-----	-----
IV - A	-----	-----	-----	.318	-----
IV - B	-----	-----	-----	.658	-----
IV - C	-----	-----	-----	.561	-----
IV - D	-----	-----	-----	.561	-----
V - A	-----	-----	-----	-----	1.776
V - B	-----	-----	-----	-----	1.987
V - C	-----	-----	-----	-----	1.776

Note. Scores approaching .000 indicate a higher level of need satisfaction.

$\bar{n} = 41$

TABLE 21
MEAN SCORES FOR SATISFACTION BY NEED ITEM FOR CHIEF STUDENT AFFAIRS ADMINISTRATORS

Need Item	Security	Social	Need Category		Self-Realization
			Esteem	Autonomy	
I - A	.611	-----	-----	-----	-----
II - A	-----	.225	-----	-----	-----
II - B	-----	.387	-----	-----	-----
III - A	-----	-----	.722	-----	-----
III - B	-----	-----	.722	-----	-----
III - C	-----	-----	.333	-----	-----
IV - A	-----	-----	-----	.666	-----
IV - B	-----	-----	-----	.833	-----
IV - C	-----	-----	-----	.639	-----
IV - D	-----	-----	-----	.361	-----
V - A	-----	-----	-----	-----	1.983
V - B	-----	-----	-----	-----	1.928
V - C	-----	-----	-----	-----	1.756

Note. Scores approaching .000 indicate a higher level of need satisfaction.

$\bar{n} = 36$

TABLE 22
MEAN SCORES FOR IMPORTANCE BY NEED ITEM FOR CHIEF BUSINESS AFFAIRS ADMINISTRATORS

Need Item	Need Category			Self-Realization
	Security	Social	Esteem	Autonomy
I - A	5.667	-----	-----	-----
II - A	-----	6.370	-----	-----
II - B	-----	5.370	-----	-----
III - A	-----	-----	5.963	-----
III - B	-----	-----	5.630	-----
III - C	-----	-----	5.111	-----
IV - A	-----	-----	-----	6.037
IV - B	-----	-----	-----	6.296
IV - C	-----	-----	-----	6.000
IV - D	-----	-----	-----	5.926
V - A	-----	-----	-----	-----
V - B	-----	-----	-----	5.741
V - C	-----	-----	-----	6.481
				6.519

Note. Need importance mean scores are calculated by utilizing a seven-point interval scale. (1 = lowest level, 4 = average level, 7 = highest level)
 $\bar{n} = 27$

TABLE 23
MEAN SCORES FOR IMPORTANCE BY NEED ITEM FOR CHIEF INSTRUCTIONAL AFFAIRS ADMINISTRATORS

Need Item	Need Category			
	Security	Social	Esteem	Autonomy
Self-Realization				
I - A	5.537	-----	-----	-----
II - A	-----	6.390	-----	-----
II - B	-----	5.049	-----	-----
III - A	-----	-----	5.512	-----
III - B	-----	-----	5.463	-----
III - C	-----	-----	5.390	-----
IV - A	-----	-----	-----	5.707
IV - B	-----	-----	-----	6.341
IV - C	-----	-----	-----	6.317
IV - D	-----	-----	-----	6.073
V - A	-----	-----	-----	6.317
V - B	-----	-----	-----	6.415
V - C	-----	-----	-----	6.293

Note. Need importance mean scores are calculated by utilizing a seven-point interval scale. (1 = lowest level, 4 = average level, 7 = highest level)

$\bar{n} = 41$

TABLE 24
MEAN SCORES FOR IMPORTANCE BY NEED ITEM FOR CHIEF STUDENT AFFAIRS ADMINISTRATORS

Need Item	Security	Social	Need Category		Self-Realization
			Esteem	Autonomy	
I - A	5.722	-----	-----	-----	-----
II - A	-----	6.571	-----	-----	-----
II - B	-----	5.686	-----	-----	-----
III - A	-----	-----	5.583	-----	-----
III - B	-----	-----	5.611	-----	-----
III - C	-----	-----	5.556	-----	-----
IV - A	-----	-----	-----	5.750	-----
IV - B	-----	-----	-----	6.111	-----
IV - C	-----	-----	-----	6.278	-----
IV - D	-----	-----	-----	6.167	-----
V - A	-----	-----	-----	-----	6.222
V - B	-----	-----	-----	-----	6.278
V - C	-----	-----	-----	-----	6.333

Note. Need importance mean scores are calculated by utilizing a seven-point interval scale. (1 = lowest level, 4 = average level, 7 = highest level)

$\bar{n} = 36$

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I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Philosophy.

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